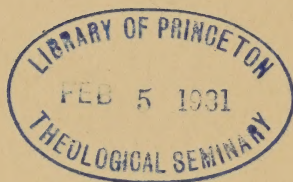


The DAILY VACATION BIBLE SCHOOL GUIDE

HOMER L. GRICE





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The daily vacation Bible
school guide

**THE DAILY VACATION
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By HOMER L. GRICE

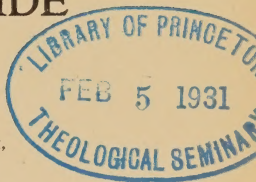
Secretary in Charge

Daily Vacation Bible School Department,

and

Editor

Southern Baptist Convention Series Daily Vacation
Bible School Text-Books,



NASHVILLE, TENNESSEE
SUNDAY SCHOOL BOARD
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SOUTHERN BAPTIST CONVENTION

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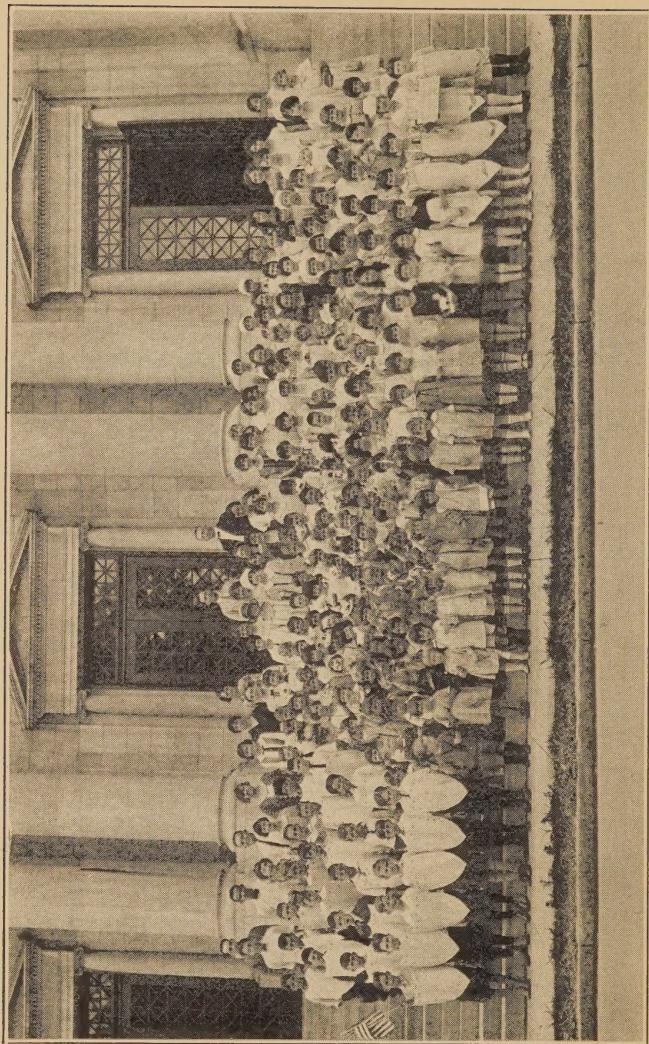
The more than 7,500,000 white children of the South
over five and under seventeen years of age,
at least one-half of whom are
not even enrolled in a
Sunday school;

and

The 20,000 ordained Baptist ministers who, under God,
are to give a large proportion of them
whatever spiritual ministry
they will ever
receive,

This volume is prayerfully dedicated.

*what about the
colored children
amen!*



DAILY VACATION BIBLE SCHOOL, FIRST BAPTIST CHURCH, BOWLING GREEN, KENTUCKY

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INTRODUCTION

This is not a book of theory; rather, it is a book of methods. It is meant to be a real guide—something more than a manual—a book to be read, studied and used. It is a practical book, wrought out of the experience of many workers in all types of Daily Vacation Bible Schools in city, town and country. It is much the most complete book yet written on the Vacation school. It has much original material. The author, however, wishes to pay tribute to three other original books that inspired him as a pastor and helped him in the preparation of this volume: "How to Conduct a Church Vacation School," by Dr. Albert H. Gage, and "The Community Daily Vacation Bible School," and "Sidelights on the Daily Vacation Bible School," by Mr. E. C. Knapp. Every one who expects to have a Vacation school should secure and use these books along with this volume. The author wishes to express his indebtedness to Dr. Thomas S. Young, Church Vacation School Director of the American Baptist Publication Society, for many helpful suggestions given in conversation, his promotional literature and the "Church Vacation School Handbook."

Of course, it is impracticable to outline step by step everything that ought to be done in every Vacation school. An effort is here made, however, to present in order what one needs to do to have a good school. The book may seem to some to enter too much into detail. The Vacation school is so new to so many of our people, however, that it has seemed better to keep in mind the large number who wish full directions than the smaller number who may not have so many questions they wish answered. When the schools shall become numerous in our midst, and standardized methods familiar to the people, the volume may be revised and made more brief.

"The Daily Vacation Bible School Guide" sets up a standard school and then attempts to show how a church may have such a school. It reveals how much, not how little, can be put into a Vacation school, and presents what a school ought to be, not what it often will be. However, let no one say, because he cannot have a standard school, that he will not have a school at all. He does not do that way about a Sunday school after having read "Building a Standard Sunday School" or "The Sunday School Manual"; he thanks God for the standard and goes to work to try to bring his school up to it. He should not become discouraged because he cannot do everything in his first school. Neither should he expect to gain experience without making some mistakes. In the Vacation school, as everywhere, we learn to do by doing. The testimony of many pastors has been that their second schools were better than their first, and their third better than their second.

A pastor must be willing to pay the price for a successful Vacation school. He must be willing to put his very life into it. None of the Lord's work is easy. It requires much effort to have a good Sunday school, a series of good Young People's Unions or a good revival meeting. The Vacation school is no exception.

If a pastor is not a convert to the Vacation school, he ought at least to have an open mind toward it. Let him weigh the testimony of his fellow pastors who have had schools, study carefully the reasons advanced for a Vacation school, and then prayerfully consider if he should have one in his church; for, let him be assured, the Vacation school comes with big claims for itself. Give it a chance to be heard. It is hoped that a careful reading of this book will demonstrate the need of a Vacation school in every church, and that such a Vacation school as is herein described is simple, practical, adaptable, comparatively inexpensive, and worthy of the best thought and labor of any pastor.

The Daily Vacation Bible School movement is yet in its infancy, even though it has in the twenty-five years of its existence grown to ten thousand in number and

spread into all denominations and among all peoples. We shall doubtless soon come to the day when no pastor with a real conception of the educational work of his church will any more think of going through the children's long vacation time of the summer without a Daily Vacation Bible School than he now thinks of going through the summer without a Sunday school and the Young People's Unions. One purpose of this book is to hasten the coming of that day.

"The Daily Vacation Bible School Guide" is written primarily for the churches of the Southern Baptist Convention. It is meant to render the same service to the Vacation school that "The Sunday School Manual" renders to the Sunday school and "The B.Y.P.U. Manual" to the Unions. It is hoped, however, that it may inspire workers in other denominations and help prepare the way for the day when all denominations will give the Vacation school a place as one of the major units in the correlated educational program of the local church along with the Sunday school, the young people's training organizations and week-day educational efforts.

Many of the statements of the book are not meant to be as dogmatic as they may seem. To present the work in the space available, it has been necessary to be brief and often to choose between conflicting opinions without giving a reason for the choice, and frequently to suggest only one method when other acceptable methods may have been possible.

NOTE—The recommendation of reference books does not mean that the Sunday School Board endorses all that may be in them. In this day of many books, there may be found in them much that is true and helpful intermingled in some of them with what is untrue and hurtful. Teachers must read with judgment and discrimination and be on guard especially against much in many books dealing with religious education which implicitly or explicitly teaches the cultural theory of salvation, and that reflects on the truthfulness and full inspiration of the Bible.

A RESUME OF VITAL MATTERS

Attendance is purely voluntary. Unless the children like the school better than anything else, they will not attend.

No books are put in the pupils' hands. No homework is required of them.

Text-books are used only by the teachers, who have to prepare in the afternoon and evening for the program of the following day. The pupils know but little or nothing in advance as to what any day's work will be.

Teaching is done by departments and not by classes. Therefore, only one course of lessons is used to a department. Only one teacher in a department teaches at a time. When one teacher finishes her part on the program, another takes charge. About three teachers are all that are needed to a department. Nine or ten teachers are sufficient for a school of two hundred.

Each teacher should have a copy of the departmental text-book of her department and a general book of methods on the subject she is teaching. Every teacher ought to have a copy of "The D.V.B.S. Guide."

There should be a helper to every six or eight pupils in the Beginner, Primary and Junior departments. These helpers render vital assistance to the teachers. A school of two hundred ought to have about twenty helpers.

The school should be authorized, conducted and financed by the church, not by some organization of the church.

The Vacation school should have right of way while it is in session. It cannot be conducted successfully during or immediately after a revival meeting.

Begin planning early; do not try to have a school without ample preparation. Write for free literature. Use the text-books and other material provided by the Sunday School Board.

Train the faculty well. The key to a successful school is the faculty. If it lacks enthusiasm and consecration and is poorly prepared the school will be a failure. The pastor should be part of the faculty. He is vital to the largest success of the school.

A Vacation school will not happen. There must be hard work and plenty of it. It calls for loyalty and sacrifice.

Preparation Day is very important. Utilize it fully.

Plan for pre-session activities. Do not let the pupils make a playhouse out of the church building.

Always have the daily processional. Plan it carefully. Get the most from it.

Never make announcements during the worship period. Always use the stand-up and sit-down chords when pupils are to rise or sit.

Run the school on time. Do not let any bad habits be taught during the school. Make every phase of the work educational.

Keep accurate records. Send in the annual reports. Report to the church conference.

Do not use over thirty-five minutes a day for handwork. Do not ignore the suggestions about and rules for handwork in chapter ten. To do so, will make the handwork a handicap rather than a help.

Supervise all recreation. Make it educational. Have weekly outings. See that the children have a good wholesome time.

Look after the expenses; do not be extravagant, but do not stint. The more that is put into a school the better the pupils will like it, and the more willing the parents will be to contribute for its support. A good school cannot be run without money. A cheap school is a costly affair.

The commencement is a demonstration, not an entertainment.

A standard school is the best school. Have as nearly a standard school as possible.

The Vacation school should be a unit in the permanent educational work of the church. Do not put one on as a temporary affair. Magnify it; advertise it; make it a success; and like the good ground into which the seed fell, it will yield a marvelous harvest.

SUGGESTIONS FOR CLASS USE

FOR SCHOOLS AND COLLEGES

There is a good deal in this volume that college and seminary students, pastors and principals should know that will not be necessary for all the workers in a Daily Vacation Bible School. They should study the entire book carefully.

FOR CHURCHES

If a pastor is teaching a class in his own church for Vacation school work, he can eliminate a good many pages from classroom work. He may require a reading of chapter two, but not discuss it in class. It will not be necessary for him to spend much time with his workers on chapter four, as it is intended primarily for the pastor and the principal.

In chapter five, he may not linger long on the departmental sections unless he has problems there. It will be enough to call attention in a general way to the section dealing with the curriculum. His reading of it will enable him to select that part of it which is germane to training his own teachers.

The portion of chapter six relating to selection of the faculty has no particular significance except to pastors and principals. The rest of the chapter is vital.

Chapters seven to ten are vital for training workers in a local faculty. Put the greater emphasis here. Appendix I should be read by all during the study course. Appendix III is for the use of departmental teachers in planning for their recreational activities and should not be taught in the study-course.

Teachers should, of course, read the book carefully with a view to its use in whatever class they are to teach, and adapt it to the needs of that class. It is not intended that the entire volume shall be taught in a ten-hour study course; it is too large a volume for that.

CHAPTER ONE

THE DAILY VACATION BIBLE SCHOOL: WHAT IT IS

As promoted by the Daily Vacation Bible School Department of the Baptist Sunday School Board, the Daily Vacation Bible School is a school conducted by a local Baptist church, generally in its own building, during the summer months when the public schools are closed, for the children of the church and community over five and under seventeen years of age. It runs four weeks, five days a week—a total of twenty days. Its daily sessions are nearly always in the morning. They are two and one-half hours for the Beginner department and three hours for the other departments.

There are four departments—Beginner, Primary, Junior and Intermediate—which correspond to the four departments of the Sunday school, and hold their sessions in the Sunday school quarters of the church. The teachers are usually volunteers. Most of them come from the Sunday school faculty. There are no tuition charges. The church in conference authorizes the school, makes provision for the finances, elects the principal and instructs him to secure the faculty and conduct the school.

Special text-books, prepared for the purpose by the Baptist Sunday School Board, are used. Each book contains twenty complete daily programs and appendices of music, games, handwork patterns and other necessary material. No books are put in the hands of the pupils; nor is any home study required of them, though they often become so interested that they do a good deal. *The books are for the teachers only.*

The daily programs begin with a worship period. There follow Bible stories, character stories, habit stories, patriotic stories and mission stories. A Bible story is told every day except Friday, which is retelling-the-story day. Then the children retell the stories that have been told the other four days of the week. There are memory periods, when the children memorize great passages of Scripture. There are Bible-drill periods, when they learn to locate the books and the chapters of the Bible. There are periods when they learn how to use the references in their Bibles and the concordance. There is a music period daily. Usually, the pupils in the Junior and Intermediate departments memorize and learn to sing from ten to fifteen of the great hymns. There is a period each day when the pupils give a pledge of allegiance to the United States, the Lord Jesus Christ and the Bible. The pledges are given in connection with the United States and Christian flags and the Bible. There are periods for notebook work and other expressional activities. There are supervised play periods and weekly social outings for the pupils. The last thirty-five minutes of the day's program are given to handwork, or the making of things, when good habits and altruism are taught. Some of the things the children make are given to them, some are for the use of the church, and some are sent to orphanages, hospitals, mission stations and other institutions where they can be of service.

The children like the Daily Vacation Bible School; they flock to it in large numbers. They do not want it to close; and after they get their first taste of one, they wait eagerly for the school each year. They like it because it ministers to their five-fold needs: Physical, mental, moral or ethical, social, and spiritual.

It is a real school. It meets daily in vacation time. Simple, practical, workable, inexpensive, it works anywhere. It can be held in any kind of church building or in the open air. Schools have been held in vacant store buildings, garages, backyards, tents, under trees, in public school buildings, and at other places in addition to

church buildings. If it is properly conducted, it costs about one dollar per pupil enrolled to operate the school with volunteer teachers—an average of five cents a day per child or the price of an ice cream cone.

It may run less than four weeks and have shorter daily sessions than three hours. It may not use the textbooks of the Sunday School Board, if it so chooses. It may not be departmental, and it may operate for as little as fifteen or twenty cents per pupil enrolled. It may charge tuition, if it wishes, and it may be run by a Sunday school, a B.Y.P.U. or a Women's Missionary Society. It may put in or leave out anything it wishes in its daily program. Each church is sovereign, and it can have the kind of Vacation school it wishes, just as it can have the kind of Sunday school it wishes. However, it is hoped that when a church decides to have a Vacation school, it will profit by the experience of others and conduct it in a worthy and proper way so as to make it yield the largest possible dividends.

In order that one may the better visualize the work of the day, the daily programs for the Beginner, the Primary and the Junior department, as set forth in the Book-One series of Daily Vacation Bible School textbooks of the Baptist Sunday School Board, are appended. They are as follows:

THE BEGINNER DAILY SCHEDULE

Free Period.....	15 minutes
Fellowship and Worship Period.....	17 minutes
March or Rhythm.....	10 minutes
Circle Talk.....	23 minutes
Story Period.....	10 minutes
Recess.....	15 minutes
Lunch.....	15 minutes
Rest Period.....	5 minutes
Sense Game.....	5 minutes
Handwork Period.....	25 minutes
Putting Away Material.....	5 minutes
Closing Period.....	5 minutes
Faculty Meeting	
Total Time	150 minutes

(The Beginner program is only 2½ hours.)

THE PRIMARY DAILY SCHEDULE

Worship Period.....	15 minutes
Bible-Story Period.....	15 minutes
Expressional-Activity Period.....	30 minutes
Relaxation Period.....	10 minutes
Conversation Period.....	10 minutes
Habit-Story Period.....	15 minutes
Mission-Story Period.....	
(Fridays instead of Habit Story.)	
Recess.....	20 minutes
Memory Period.....	10 minutes
Music Period.....	10 minutes
Handwork Period.....	40 minutes
Closing Period.....	5 minutes
Faculty Meeting	
Total Time.....	180 minutes

THE JUNIOR DAILY SCHEDULE

Junior-Intermediate Joint Program.....	40 minutes
Processional.	
Worship: Call to worship, hymns, Scripture, motto, offering, prayers.	
Habit-Story.	
Music.	
Salutes to the flags and the Bible.	
Introductory Departmental Period.....	5 minutes
Memory Period.....	10 minutes
Bible-Story Period.....	17 minutes
Relaxation Period.....	3 minutes
Character-Story Period.....	10 minutes
(Mission-Story Friday.)	
Bible or Sword-Drill Period.....	10 minutes
Notebook Period.....	15 minutes
Dramatization or Retelling-Story Period.....	10 minutes
Recess.....	10 minutes
Miscellaneous Period.....	10 minutes
Handwork Period.....	35 minutes
Closing Period.....	5 minutes
Faculty Meeting	
Total Time.....	180 minutes

THE INTERMEDIATE DAILY SCHEDULE

After the Junior-Intermediate joint program, the Intermediates have a program somewhat similar to but not so varied as the Juniors.

CHAPTER TWO

THE HISTORY OF THE DAILY VACATION BIBLE SCHOOL

ORIGIN

Mrs. Eliza Hawes, a sister of Mrs. John A. Broadus, was a member of the First Baptist Church, Charlottesville, Va., along with her husband, Dr. Walter Aylett Hawes, a physician. Dr. Hawes later moved to New York City to practice his profession. When he retired he and his wife returned to Charlottesville. While in New York they were members of the Epiphany Baptist Church, where Mrs. Hawes was superintendent of the Primary department of the Sunday school.

Reverend John William Jones was a distinguished Virginia Baptist minister. He served as a chaplain in the Confederate armies. Following the War between the States, he became chaplain of Washington and Lee University and a close friend of General Robert E. Lee. He had four sons, Virginia-born, who became distinguished Baptist ministers. One of them was Reverend Howard Lee Jones, who early in 1898 became the pastor of the Epiphany Baptist Church, New York City.

In July, 1898, Dr. Jones and Mrs. Hawes conducted a school from which the Daily Vacation Bible School developed. There may have been and doubtless were other schools of some kind conducted before 1898 by Christian workers in the summer vacation for idle children, but they had no relation whatever to the development of the Daily Vacation Bible School. They had no more significance so far as practical results were concerned than the discovery of America by the Norsemen hundreds of years before the discovery by Columbus.

On July 27, a few days after Dr. Jones and Mrs. Hawes opened their school, the Commercial Advertiser, a New York daily, carried a news item about the "Daily Bible School," which it called the "novel enterprise of the Reverend Howard Lee Jones." It was as follows:

"The new pastor of the Baptist Church of the Epiphany, 64th Street and Madison Avenue, the Reverend Howard Lee Jones, has decided to commence a new work in the east side of his parish, which extends from the park to the East River. About ten days ago, a morning school was opened in a hall in East 71st Street between First and Second Avenues. The school is open daily from nine to twelve. Sight reading is taught and some simple calisthenics, but the principal occupation is the study of the Bible and the catechism. The interest in the new enterprise is growing rapidly. The first morning there were fifty-seven children."

The school was held again in 1899 with Mrs. Hawes as principal. It began July 12. One hundred and fourteen children were present. This school is often called the first Vacation school, but it was the second one. Dr. Jones and Mrs. Hawes held their third school in 1900.

Dr. Jones, who was a member of the Baptist board of city missions, enlisted the interest of the board and its executive secretary, Reverend Robert G. Boville, in promoting Vacation schools as part of the board's missionary work. The board resolved to conduct some schools in 1901. Dr. Boville went to work vigorously and put on five schools that year in the following Baptist churches: Judson Memorial, Mariners' Temple, Harlem, Colgate Chapel and Second Avenue. The Baptists, under the leadership of Dr. Boville, had ten schools in the city in 1902, seventeen in 1903 and seventeen in 1904.

In 1905, Dr. Boville resigned his position with the Baptist board and identified himself with the Federation of Churches and began to promote Vacation schools along interdenominational lines. There were twenty-five schools in the city that year and thirty-three in 1906.

A national association was formed in 1907 and the first schools held in Boston, Philadelphia and Chicago. In

1911, when the number of schools held reached 102, the name of the organization was changed to the Daily Vacation Bible School Association. In 1917, the name was changed to the International Association of Daily Vacation Bible Schools. Dr. Boville was the leading spirit in all these successive organizations and the secretary of each of them. He withdrew from the International Association in 1922 and formed the World Association of Daily Vacation Bible Schools to give his main attention to promoting schools in the Far East.

DEVELOPMENT OF THE MOVEMENT

THE INTERNATIONAL ASSOCIATION OF DAILY VACATION BIBLE SCHOOLS

The Daily Vacation Bible School originated in a Baptist church and had its first impetus given it by a Baptist city mission board. Its principal development from 1905 till about 1915 was chiefly interdenominational however, and by the International Association of Daily Vacation Bible Schools. For some time the movement was largely missionary and directed towards underprivileged children. The association raised funds, borrowed churches and conducted schools under its own leadership. Frequently, the churches in which schools were held had nothing at all officially to do with them. It was at this time that Dr. Boville coined the famous slogan about using idle college students and idle church buildings in which to teach idle children the Word of God. There were some local church schools in the early days, but there was no denominational promotion. The International Association had to develop literature, provide teaching material and furnish supplies. Therefore, in addition to being a promoting agency, it also became a publishing and supply house; but when the denominations took up the work and began to furnish literature and supplies, the International Association withdrew from those activities and limited itself to promotional work.

In 1921, the International Association of Daily Vacation Bible Schools admitted to membership on its board of directors officials representing the denominations. In 1923, it became an auxiliary to the International Council of Religious Education. In 1926, it merged with the International Council, becoming the Department of Vacation and Weekday Church Schools, with Mr. Thomas S. Evans, who had been secretary of the International Association since the withdrawal of Dr. Boville, continuing as director of the department. For some years the International Council had been only a promoting agency, having left the field of active direction of the Vacation schools and publishing program material. As a department of the International Council it carries on promotional work in harmony with the general methods and through the regular promotional channels of the International Council of Religious Education.

DENOMINATIONAL PROMOTION

The Presbyterian Church in the U. S. A.

While Baptists in New York City started the Vacation school movement, the Presbyterian Church in the U. S. A. became the first denomination officially to recognize it and make a place for it in denominational activities. In 1910, the Presbyterian Board of Home Missions, through its department of city and immigrant work, began promoting schools principally as a missionary proposition. A few years later, the Department of Religious Education of the Board of Publication and Sabbath School Work became jointly responsible with the Home Mission Board for the promotion of the schools. The Presbyterians have been pioneers in vigorous denominational promotion and in the publication of helpful text-books. In 1926, they had about 1,800 Vacation schools throughout the country.

The Northern Baptists

The Northern Baptists, through the American Baptist Publication Society, became the second large de-

nomination to promote Vacation schools. They created a department in 1915. Dr. W. Edward Raffety, now editor of "The International Journal of Religious Education," was the first director. In 1918, Dr. Thomas S. Young became the director and has led the promotional activities of the Society in a most worthy way. The Society, along with the Presbyterians, has been a leader in the development of Vacation school text-books, its first book, "Dan of Nazareth," for Juniors, having been published in 1918. The Northern Baptists had about 1,500 Vacation schools in 1926.

The Methodist Episcopal Church

The Methodist Episcopal Church, for reasons best known to its own leaders, has been slow to recognize or promote the movement. It has made practically no contribution to either promotional methods or text-books. Although it has more than thrice as many members as the Northern Baptists and twice as many as the Presbyterians of the U. S. A., each of these denominations had about one thousand schools in 1924 and the Methodist Episcopal Church only about five hundred. In other words, with over a million more members than the other two denominations combined, it had only about one-fourth as many schools as both combined.

The Southern Baptists

In 1922, there were about fifty Daily Vacation Bible Schools in the South. Southern Presbyterians had one tiny pamphlet, and Southern Baptists and Methodists none on the Vacation school at that time.

In 1923, the Sunday School Board began featuring the Vacation School in "The Sunday School Builder." In the spring of 1923, Mr. Harold E. Ingraham, of the Department of Sunday School Administration, became responsible for the Vacation school. He published two pamphlets, and began promoting the work. The same year, the Sunday School Board published a booklet by Rev. R. E. F. Aler, of Maryland, on the "Vacation Bible School."

In the spring of 1924, the Board called Mr. Bryan Robinson, of Texas, to give attention to the Vacation school along with his duties of administering rural Sunday school promotion. There were about 125 Baptist Daily Vacation Bible Schools in the South in 1924.

In the fall of 1924, the Board created the Daily Vacation Bible School Department and elected Reverend Homer L. Grice, a Georgia pastor who had been promoting Vacation schools in his church, to be the first secretary in charge. He opened the department September 1, 1924, and began at once to get out promotional literature. He also edited the first set of departmental Vacation school text-books and had them ready for use in the schools in the summer of 1925. There were about three hundred schools held by Southern Baptists in the summer of 1925. The Board completed its series of twelve departmental text-books early in 1928.

The Presbyterian Church in the U. S.

The Presbyterian Church in the United States, or the Southern Presbyterians as they are popularly called, began vigorously to promote Vacation schools in 1924. They have issued a number of promotional pamphlets and a book of methods and are publishing text-books. They had eighty-three schools in 1924. They are expecting a rapid increase in the number of their schools.

The Methodist Episcopal Church, South

The Methodist Episcopal Church, South, like its sister church of the North, is moving slowly. While it has designated one of its workers as director of Vacation schools, it has, up till the time of the publication of this volume, done but very little denominational promotion.

Other Denominations

The other denominational bodies, North and South, have practically all recognized the movement and made

a place for it in the educational work of the local churches.

NAMES GIVEN THE SCHOOLS

The movement has had for its general name, *Daily Vacation Bible School*. There have been other names, however, used to characterize it. Northern Baptists, the Methodist Episcopal Church, South, the Disciples, and the Southern Presbyterians called it the *Vacation Church School*. The Methodist Episcopal Church called it the *Daily Vacation Church School*. The Northern Presbyterians and the Southern Baptists used the historic name. It is probable that all denominations co-operating with the International Council of Religious Education will henceforth call it the *Vacation Church School*.

TYPES OF VACATION SCHOOLS

GENERAL TYPES:

The Daily Vacation Bible School

The predominant type of the Vacation school has been the *Daily Vacation Bible School* or *Vacation Church School* as promoted first by the International Association and later by the denominations also.

The Summer Bible School

Owing perhaps to too great an emphasis on handwork in the schools and a partial failure, at least, to make the handwork sufficiently educational religiously, a Vacation school movement developed that has no handwork at all except map-making and notebook work. It is called the *Summer Bible School*. The movement reported several hundred schools in 1924. It places the chief emphasis on the subject matter taught and gives attention largely to memory work and catechetical instruction. It has but few expressional activities and no handwork other than the drawing of maps. It has twelve grades parallel to the twelve public school grades and two

years of kindergarten work. It advocates the use of public school teachers and the payment of salaries. It teaches by grades rather than by departments. Its founder was Reverend A. L. Latham, pastor of the Third Presbyterian Church, Chester, Pa.

The Religious Day School

About 1900, Reverend H. R. Vaughan, a Congregational minister in Wisconsin, held what he called pastor's classes. These developed into summer Bible schools along encampment lines to which people came from far and near. In these schools he conducted courses in teacher-training and used the children present as material with which to demonstrate his methods. In 1908, the children ceased to be a sideshow, so to speak, and moved under the main tent. These schools were patterned closely after public school plans, both in the graded courses of study and in the paying of teachers. They soon grew to be several hundred in number. They, no doubt, helped to raise the standards of the Daily Vacation Bible School, but they were too complicated and too costly to become general. The organization that promoted them later merged itself into the International Association of Daily Vacation Bible Schools and retired from the field.

LOCAL TYPES:

In the development of the Vacation school movement there have appeared four types of local schools, as follows:

1. The community school.
2. The interdenominational school.
3. The denominational co-operative school.
4. The individual church school.

The Community School

This type of school has never been much in evidence. It called for a community board of religious education

and included Catholics, Jews and Protestants. Naturally, it placed the chief emphasis in its curriculum on physical, mental, social and moral training. It could not, from the very nature of the case, be evangelical. It is practically unknown today.

The Interdenominational School

There have been many interdenominational schools, often improperly called community schools. They were more numerous in proportion to the total number in the early days of the movement than at present. They served a fine purpose in the day when no denomination was back of the movement and when there was little interest. But they have been traveling the path of the now almost obsolete interdenominational Sunday school. They have served their day and largely passed on. They call for interdenominational committees. The organization has to be set up *de novo* each year. Naturally, there is but little assurance of permanency to such schools.

The Denominational Co-operative School

This type of school has never been popular. It is the school wherein two or more churches of a denomination combine and operate a school. As it is likely to be inefficient and transitory, it will never be of much importance.

The Individual Church School

In 1924, the first three types of schools combined constituted about one-third of the total number. The percentage of individual church schools is constantly rising. The individual church school is promoted, operated and financed by a single church. It has many advantages in its favor and no disadvantages except perhaps in very, very small churches.

It is likely to be more permanent. It is less likely to cause friction and discord. It can be built into the

program of the local church as a permanent, correlated unit. It is more efficient. It yields far greater dividends to the church that holds it; that is, it does much more to enrich the life and increase the efficiency of the church that promotes it than an interdenominational school would to the same church.

The claim often advanced that the interdenominational school should be held as an evidence of denominational fraternity will not stand before the real facts. In church work, as elsewhere, efficiency and not mere sentiment, must guide. Furthermore, if all the churches of a community would put on individual church schools at or approximately at the same time, they could give the movement a turn to promote fine interdenominational spirit. Let the schools begin approximately the same day. Let all the churches advertise the schools as a joint enterprise, each church being responsible for its own school, as they often advertise and conduct city-wide evangelistic campaigns, each church being responsible for its own meeting, but all working together in a co-operative way. The schools can have joint picnics and outings and a joint field day. They can all have their advertising parades the same afternoon. The schools should be co-operative and not competitive; they should be denominational in the large sense, but not narrowly sectarian. Each should minister to its own constituency, and all should seek to enlist the children of the community not in any Sunday school. If all the churches of a community should thus promote a simultaneous campaign of advertising and begin their schools the same day, it is doubtful if there is a city in the United States of ten thousand population or more where the churches could care for more than two-thirds of the children who ought to attend. Where individual church schools, rather than interdenominational schools may be held, more children will be reached, more teachers will be trained, more pastors will be brought into intimate contact with the children, and the schools themselves will be developed in harmony with the general educational poli-

cies and methods of the denomination to which they belong.

STATISTICS

A table, prepared by the International Association of Daily Vacation Bible Schools, is presented to show the steady and rapid growth of the number of Vacation schools.

1898	1	1912	160
1899	1	1913	215
1900	1	1914	295
1901	5	1915	339
1902	10	1916	375
1903	17	1917	402
1904	17	1918	513
1905	25	1919	752
1906	33	1920	1,574
1907	19	1921	2,534
1908	29	1922	5,000
1909	61	1924	10,000
1910	82	1925	?
1911	102		

Schools were established in Canada in 1912 and in China and Japan in 1916 and 1917. They are now in practically every nation of the world and are being rapidly developed on foreign mission fields. In 1925, the Brazilian Baptists created a D.V.B.S. department—the Escola Popular Baptista.

There were about 1,500,000 children enrolled in Vacation schools in 1924. The number of teachers was 150,000, eighty-one per cent of whom were volunteers and nineteen per cent paid. The average cost of the schools was seventy-five cents per pupil, or slightly more than four cents per day, certainly a most modest sum.

As to the ages of the pupils, about nineteen per cent were Beginners; thirty per cent, Primaries; forty per cent, Juniors; eleven per cent, Intermediates.

SOME REPRESENTATIVE SOUTHERN BAPTIST DAILY VACATION BIBLE SCHOOLS HELD IN 1925

NAME OF SCHOOL	CITY OR TOWN	STATE	ENROLLMENT						SEXES		AV AT
			BEG	PRI	JUN	INT	PAC	TOTAL	B	G	
South Avondale	Birmingham	Ala.	40	72	55	25	19	211	72	120	125
First	Birmingham	Ala.	29	80	120	--	18	247	76	153	128
Dauphin Way	Mobile	Ala.	--	97	149	33	29	308	113	166	206
First	Haleyville	Ala.	21	33	85	--	24	153	48	81	112
First	El Dorado	Ark.	48	109	171	39	--	366	154	212	280
Second	Little Rock	Ark.	23	43	71	--	22	159	65	72	110
Gordon Street	Atlanta	Ga.	35	35	99	--	23	192	79	90	150
Curtis	Augusta	Ga.	34	61	91	42	18	247	87	143	125
First	Washington	Ga.	45	62	67	41	35	250	100	115	192
Tabernacle	Macon	Ga.	18	86	80	38	26	248	86	136	255
First	Forsyth	Ga.	35	44	100	--	26	205	82	97	124
First	Hartwell	Ga.	32	50	66	--	19	167	62	86	128
First	W. Frankfort	Ill.	70	104	230	--	30	444	180	234	275
Tabernacle	Louisville	Ky.	--	44	109	--	17	170	56	97	126
First	Glasgow	Ky.	--	53	84	27	14	178	66	98	115
Calvary	Alexandria	La.	35	75	90	30	9	239	92	138	100
First	Pineville	La.	46	81	110	50	20	307	130	157	206
Good Will Center	Baltimore	Md.	--	47	145	--	9	201	97	95	166
Ganton Mission	Baltimore	Md.	--	115	179	--	6	300	130	164	121

First	Mt. Olive	Miss.	29	42	64	40	13	189	76	99	150
Fifteenth Ave.	Meridian	Miss.	10	60	55	15	23	163	65	75	75
Forty-first	Meridian	Miss.	61	88	100	16	25	290	113	152	169
First	Hattiesburg	Miss.	36	52	61	24	25	196	66	105	146
First	Pontotoc	Miss.	52	101	130	--	34	321	118	165	260
Calvary	Asheville	N.C.	25	51	107	15	9	207	67	131	136
Blackwell Memo.	Elizabeth C.	N.C.	25	60	111	--	24	220	90	106	138
First	Spencer	N.C.	44	72	91	--	31	240	70	139	182
Tabernacle	Raleigh	N.C.	--	113	112	--	31	256	124	101	200
First	Chickasha	Okla.	18	35	45	18	19	141	33	89	98
Trinity	Oklahoma C.	Okla.	--	63	107	--	30	190	80	80	135
First	Edgefield	S.C.	60	78	60	27	11	226	79	147	173
First	Columbia	S.C.	55	42	56	17	19	189	72	98	129
First	Greenville	S.C.	63	62	79	9	31	244	102	111	156
First	Spartanburg	S.C.	32	68	113	--	36	249	87	126	195
Citadel Square	Charleston	S.C.	37	65	65	--	25	193	76	91	107
Cherokee Ave.	Spencer	S.C.	55	40	50	70	8	225	70	145	183
First	Memphis	Tenn.	49	71	63	--	30	213	64	119	140
First	Ripley	Tenn.	19	33	50	29	25	166	48	83	116
Central	Port Arthur	Tex.	26	42	64	30	13	177	63	101	119
Tabernacle	Amarillo	Tex.	35	45	75	40	14	209	80	115	135
Seminary Hill	Ft. Worth	Tex.	51	60	75	--	27	213	85	111	159
First	Newport News	Va.	--	78	109	--	26	215	73	117	160

Southern Baptist Schools in 1925

Southern Baptist churches had a few more or less than three hundred Vacation schools in 1925. The following list by states is approximately correct:

Alabama	16	Missouri	18
Arkansas	5	New Mexico	2
District of Columbia	7	North Carolina	22
Florida	3	Oklahoma	16
Georgia	73	South Carolina	21
Illinois	8	Tennessee	16
Kentucky	15	Texas	19
Louisiana	16	Virginia	16
Maryland	10		
Mississippi	17	Total	300

Some Enrollment and Attendance Figures

An examination of the enrollment and average attendance figures of some of the Southern Baptist schools held in 1925 gives conclusive evidence as to the appeal such schools make to the children. We should keep in mind that attendance is purely voluntary and that the child goes to the school because he had rather be there each day than anywhere else in the community.

The table on the preceding two pages shows the enrollment by departments, the number in the faculty of each school, the enrollment by sexes, the total enrollment and the average attendance. It is worthy of careful study.

PRESENT PROMOTIONAL METHODS

Most of the denominations are now actively promoting the Vacation school. It began, like the Sunday school in the long ago, as a ministry to under-privileged children in the poorer sections of the great cities, but it has long since outgrown its original purpose and ceased to be merely a missionary agency. Although it is still effectively used for missionary purposes, it has spread

into all types of churches in all types of communities. It flourishes in every section of the cities, in the smaller cities and the larger towns, in the smaller towns and villages, and in the rural districts. It has made itself at home in all denominations, in all types of churches, and among all races of people. As children are fundamentally the same the world over, the children of the cultured and the rich like to go to Vacation schools as much as the children of the unlearned and the poor.



DAILY VACATION BIBLE SCHOOL, OAKHURST CHURCH,
DECATUR, GEORGIA. THE CHURCH WAS IN A
TEMPORARY BUILDING AND WITHOUT
A PASTOR

As an example of what the denominations are doing, the work of the Sunday School Board of the Southern Baptist Convention may be given. It has created a separate department for the Vacation schools equal in rank with its other departments. It is publishing and will continue to publish free promotional literature. It has a section in its general catalog devoted to D.V.B.S. books and supplies. It has published a series of twelve text-books to provide teaching material for the four departments of the Vacation school. Through the state Sunday school departments it is conducting training

classes in Vacation school methods along with its classes in Sunday school and B.Y.P.U. methods. Addresses on the work are being delivered in Sunday school conventions and conferences, at summer assemblies and other religious programs. The seminaries and the colleges are offering D.V.B.S. courses to their students along with courses in other phases of church educational work. And the campaign will be pressed until the Vacation school takes its place in the minds of the people as one of the great units in the educational program of the local church, along with the Sunday school and the B.Y.P.U.

THE OUTLOOK

The Vacation school is no longer an experiment; it is a demonstrated success. It is practical, simple, workable. The movement is yet in its infancy. There will be perhaps 50,000 Vacation schools in the United States within the next few years. The goal of the D.V.B.S. Department of the Sunday School Board is 10,000 individual church schools in 10,000 Southern Baptist churches within ten years from the organization of the department. The only trouble with that goal is that it is too conservative. Southern Baptists have 17,000 B.Y.P.U.'s and 21,000 Sunday schools. In those 10,000 schools that it is hoped Southern Baptists will have in the summer of 1934, there ought to be at least 1,500,000 Southern boys and girls between the ages of five and seventeen, with an army of 150,000 teachers teaching them. God speed the day!



PRIMARY D.V.B.S. PUPILS AT RECESS

CHAPTER THREE

NEEDS; VALUES; RELATIONSHIPS; EXCUSES

This is a strenuous age. Everybody is busy. Many, especially pastors, seem to have more than they can do. Many agencies and institutions are clamoring to be heard. The Daily Vacation Bible School is one of them. How easy for one to say, "I have more than I can do now. Why should I listen to those who want me to do something else?"

But people should be willing to listen. This is an inquisitive and investigative as well as a busy age. We should be on the lookout for any good thing that may come our way. Some new things may be so good that they ought to supplant older things. That is constantly happening in the world of business. Institutions discard both machinery and methods if efficiency can be promoted. Why should not churches and preachers do the same thing?

The Daily Vacation Bible School is knocking at the doors of our churches. It seeks an introduction to the ministers and church workers. It wants a place in the educational program of the local church, not in order to be honored, but to be useful. And what is more, it has the audacity to ask for a place in the hot summer months and to suggest that it can interest the children so as to make them flock to the church for a whole month in their vacation time. In fact, it has appropriated to itself an advertising slogan of a popular medicine of other days—"Children cry for it." It maintains with much earnestness that the children who have been in the public school for nine months and eagerly looking forward to their

vacation time for at least three months, will gladly give up twenty days of their vacation time and follow the pastor and his faculty to the church as gleefully as the children of Hamelin followed the Pied Piper.

Are its claims true? Can it make a vital contribution to the child life of the church and the community? Is there a real need for it? If so, is it worth the time, the effort and the money that will have to be spent on it? If the answer is *yes*, let us accept and use it; if *no*, let us say, "Begone, thou imposter!" But surely, no thoughtful pastor will say *no* and slam the church door in its face until he thoroughly investigates its claims.

THE NEEDS

PERILS OF VACATION TIME

The public schools close three months each summer. For ninety out of the three hundred and sixty days, or twenty-five per cent of their time, the children are turned loose to their own devices. In the older days, when this custom was established, our country was largely rural and many of the children were needed to help out on the farms. That day has long since passed; most of our children now live in towns and cities. That is not all; in other days even town and city children had much to do about their homes. There were wood to cut and put in the woodbox, water to draw, hogs to feed, cows to milk and tie out to graze or take to and bring from the pasture, milk to churn, gardens to hoe, chores to run, and a thousand and one things to do, it seemed, before there could be a time to play. That day has passed. Modern inventions have robbed the children of their household duties; but little can now be found for them to do.

Partially to meet the children's needs, some cities have developed summer playgrounds. For the most part, however, even the play life of the children is undirected.

The children arise late, eat breakfast and leave home. Their mothers do not know where they are. Perhaps they come in for a noon lunch only to go out again.

They roam the streets; they gather in gangs; they get into mischief; they come in contact with bad children; they form evil habits; they do not keep their minds bright and their memories trained; they get out of the routine of school discipline; they beg for money to spend; they lounge about drug stores and cafes and ice cream parlors; they frequent the movies; they play in the streets; they become disobedient and irreverent; they stay out at nights; they do many other things in their efforts to pass the time away.

Cannot the churches do anything about this? There is just now a country-wide clamor for more time for religious education of the children. Many pastors and Christian workers are beseeching the public schools to release the children for an hour a week to go to the churches for religious training. Would that every public school board of education, every superintendent, every principal, every teacher might say, "Why don't you use the time you have? We close down for three months out of the twelve. You can have all the children not for one hour a week, but for five days a week and three hours a day. Prove your sincerity by utilizing the time you have—when the perils of the children are greatest and their needs sorest—and then if you think you need still more time, we will listen to you and see if we can re-adjust our programs to give you an hour a week of our time."

THE NEEDS OF THE CHILDREN

The perils of vacation time suggest the needs of the children. What ought to be a blessing has become a menace. Their play life needs supervision; their activities need purposeful guidance; their minds need the mental stimuli of Bible drills, memory work, story-telling, dramatization and other expressional activities; their moral natures need the magic touch that will transmute their bad into good habits and help them, among other things, to be punctual, regular, honest, truthful, obedient, faithful, dependable, kind, sincere and reverent; and



DAILY VACATION BIBLE SCHOOL, FIRST BAPTIST CHURCH, HATTIESBURG, MISSISSIPPI

their spiritual natures need to assimilate the great spiritual verities of the ages so that they will love God, delight in his Word, accept the Saviour and serve mankind.

It is unnecessary to enlarge on the needs of the children. Every one recognizes their daily perils. Parental hearts are sore troubled. Pastors and church workers agonize over the crime wave among the youth and the spiritual poverty of unnumbered millions of the children of the land.

THE NEEDS OF THE NATION

The nation has seemingly awakened to the dire peril of a people ethically and spiritually untrained. It has spent millions to give the child a physical chance by routing the army of diseases that formerly preyed on it. It has spent other millions to abolish mental illiteracy among the youth of the land and practically succeeded in this effort. It has enacted laws to compel parents to care for the physical and mental needs of their children. It stands helpless, however, on the threshold of the child's spiritual life. The fundamental law of the land says that it must not teach the child religion. The teaching of morality and spirituality, therefore, has been the responsibility of the parents and the churches. The attendance of both parents and children upon church schools has been, now is and will continue to be entirely voluntary.

According to the committee of education which reported to the quadrennial convention of the International Council of Religious Education at Kansas City in 1922, of the children and youth of the United States under twenty-five years of age, nineteen out of every twenty Jewish, three out of every four Catholic, and two out of every three Protestant; or, taken as a whole, seven out of every ten children and youth of the entire country under twenty-five, were receiving no sort of religious educational training in any religious organization of any religious body.

To put it another way, and from the Protestant standpoint alone, less than fifteen of the forty-three million Protestant children and youth under twenty-five were enrolled in Protestant religious organizations. About seventeen million out of a grand total of fifty-three million are receiving spiritual instruction against thirty-six million not receiving any. And yet people wonder why we have a nation-wide crime wave among the youth of the land. Indeed, the country is in dire need. Its children must in larger numbers be spiritually instructed. Every agency that will help meet the need must be pressed into service.

THE NEEDS OF THE CHURCHES

The churches need more time for religious education. Notwithstanding the marvelous growth of the Sunday schools, the millions of dollars that have been put into church educational plants, the glorious progress in teacher training, the nation-wide introduction of modern and more efficient methods of organization in the Sunday schools, it is evident that the Sunday school cannot in and of itself meet the challenge of the day. It needs reinforcements. Its one hour or one hour and a quarter a week cannot provide the time necessary for religious teaching. The time it meets—the Lord's day—precludes its utilizing certain fine educational methods even though it had the time.

The churches can find that extra time during the summer vacation period. They can meet their own needs by putting on a Vacation school for twenty days, three hours a day, or a total of sixty additional hours, and, while meeting their needs, meet also the needs of the children and the country. They are finding the time. They are expanding their teaching program. Mr. Hugh S. Magill, secretary of the International Council of Religious Education, in the May, 1925, issue of the "International Journal of Religious Education," in an editorial on "The Expanding Program of Christian Education," had the following to say:

"The Sunday school is held in affectionate regard by a host of Christian workers throughout the continent. They have given richly of their time and thought and energy in consecrated service to its work. They have seen thousands of children and young people led to Christ, and trained in Christian service through its influence and ministration. They regard the Sunday school as the most effective agency of the Church for reaching childhood and youth and teaching them the Christian way of life.

"It is felt by some that an undue emphasis is being placed on the importance of some of the newer agencies of religious education, such as Vacation church schools and Week-day schools of religion. Often the new is more attractive and seems more promising than the old, but we should conserve all that is good in an institution that has admittedly rendered a great service. The Sunday school should be earnestly supported and promoted, and its program strengthened and enriched.

"However, the question of the relative importance of these different departments of the church school, or teaching agencies of the Church, is completely overshadowed by the imperative need of reaching millions of children throughout the continent who are still unreached by any Christian teaching. We should keep constantly before us the magnitude of the task to be performed. We must plan to reach all the children with an effective program of Christian education. Every existing agency that contributes to the realization of this purpose should be developed and strengthened, and new agencies which can assist in accomplishing the whole task should be welcomed.

"The most devoted friends of the Sunday school concede that as an institution it is reaching less than half the children and young people of the country. Experience has demonstrated that Vacation church schools and Week-day schools of religion are reaching thousands of children who have not been reached through the Sunday school. The foremost Sunday school leader of his time, Dr. Marion Lawrance, welcomed the development of

these new agencies because they extended the teaching ministry of the church. It was his most earnest desire, frequently expressed during the last years of his life, that a system of Christian education might be developed which would reach every child in the land."

Not only do the children need the churches; the churches also need the children. If they are to be more efficient in succeeding years, they must in a larger way than they are now doing, reach the children of today. They must get hold of them and win their love and affection in childhood. Winning their love and affection, they must sow in their hearts the seed that are to produce the future harvest. One of the greatest perils to the churches now is their failure to reach so many of the children of the land.

We Southerners boast of our Anglo-Saxon blood. We delight to say that ninety-eight per cent of our people are native born. We pride ourselves on our comparative freedom from Roman Catholicism and alien groups. Here in our own section Protestantism is strongest. Here evangelical religion flourishes as nowhere else in the world. Here we have less isms and more homogeneity in our religious thinking, less liberalism and more orthodoxy. Here we have no confusion of tongues, but common ties of language, customs and blood.

But what do we find about the religious condition of our own Southern white children? (Of course, conditions are far worse among the negro children.) Let us think only of those over five and under seventeen, children of Beginner, Primary, Junior and Intermediate ages. There are a little more than 7,500,000 of them. Not half of them are even enrolled in a Sunday school. One may safely say to himself any Sunday of the year, "Today, about 2,500,000 of these boys and girls are in Sunday school; 5,000,000 of them are not." There are more white Primary children six, seven and eight years of age in the South than the entire Sunday school enrollment of Southern Baptists. There are more white Primary and Junior children from six to twelve years inclusive than the combined total Sunday school enrollments of

all the white Methodist, Presbyterian and Baptist Sunday schools in the South.

The entire Sunday school enrollment of the Disciples, the Presbyterians, the Methodists, the Baptists and all other evangelical groups of the South is about 5,500,000, or two million less than the number of white children over five and under seventeen alone.

This great host of Southern white children are growing to manhood and womanhood without spiritual training. Their consciences are being untrained, and their affection for the churches and their love for things spiritual are dying still born. If all of our churches—the Methodist churches, the Presbyterian churches, the Disciple churches, the Congregational churches, the Baptist churches and other evangelical churches—will seize the opportunity the vacation time presents and throw open their doors, go out into the highways and hedges and invite the children in, they can reach and bless millions of them.

What a mighty awakening we need to the perils that confront us in the neglect of the children! How we need to enlarge and improve our Sunday schools! How we need to increase our young people's organizations! How we need to establish Vacation schools by the tens of thousands! How we need to project our Sunday schools into the week days and have related week-day sessions!

We have the buildings. We have the church members. We have the teaching force. We have the money to care for the costs. What lack we yet? We lack consecration. We lack spiritual vigor. We lack in our love for the children. We are an unwilling people. We are unwilling to do the work necessary,—to toil, sweat, agonize; unwilling to give up our ease; unwilling to study and prepare ourselves; unwilling, it seems sometimes, to do much except talk of our perils, of our crime waves, of our spiritual ignorance, and find fault and criticise.

The Catholics offer their children many, many hours of religious training a year, but most of them do not accept it. The Jews offer theirs even more, but their

synagogues are deserted. The Protestants offer comparatively little, though it is accepted in larger proportion. The Protestants can, however, find more time in which to teach spiritual truth. Any church can enlarge its program if it will. The units that may be built into its educational program are as follows:

	Number of hours in a year
Sunday School.....	65
B.Y.P.U.....	52
Daily Vacation Bible School.....	60
Week-Day Session of Sunday School.....	36
School of Missions.....	16
Total number of hours in a year.....	229

To our 21,000 Sunday schools and our 20,000 Baptist Young People's Unions, let us add 10,000 Daily Vacation Bible Schools as soon as possible and press the battle until we have each of these educational units in every church of our Convention, and all of them adequately equipped, properly manned, and spiritually empowered. Let us double and treble our enrollment among both children and adults and measure up to something that the better suggests that we are trying to meet the needs and demands that are upon us.

THE VALUES

If the Vacation school can meet the needs just outlined, its values will be largely self-evident. However, it is well to classify the values and look at them a moment.

TO THE CHILDREN

The Vacation school, with its varied program from twenty-five years of experience, provides the children with supervised play; clean, constructive, delightful social life; an exhilarating mental discipline; a helpful environment for overcoming bad and forming good



CLASS IN SOCIAL HYGIENE TAUGHT BY PASTOR, FIRST BAPTIST CHURCH VACATION SCHOOL, MUSKOGEE, OKLA.

habits; an opportunity to learn how to sing, to pray, to worship, to study the Bible, to put into practice the spiritual messages daily imparted to them. In its Bible, mission, habit and patriotic stories; in its music and memory work; in its notebook work, expressional activities and handwork; in its social life and its spiritual atmosphere, the Vacation school meets the five-fold needs of the child. In meeting these needs it makes the child's life purposeful; it turns his hours of idleness into constructive activity; it makes him love and appreciate the church; it brings him into close contact with the pastor and the teachers; it supplements the work of the Sunday school and the other church agencies in making the Bible vital to him; it helps win him to Christ and bring him to the church for membership.

TO THE PASTOR

It gives the pastor his best opportunity really to learn his children, to fellowship with them, to be a pastor to them and to win their love. The pastor who has the love of the children will have no trouble getting along with their parents.

It gives him an opportunity to study child life at first hand, to learn how to work with children, and to keep himself young in spirit. It makes him more sympathetic toward and less likely to find fault with them.

It gives him a wonderful opportunity to win them to Christ, and, through his contacts with them, to get into the hearts and lives of many indifferent and often ungodly parents.

TO THE SUNDAY SCHOOL

A properly conducted Vacation school wins new pupils to the Sunday school, both among children and adults. It discovers new teachers. It develops the Sunday school teachers working in the school and makes them much more efficient. It makes the Sunday school pupils more efficient. In the Vacation school, which should always be departmentalized, the children learn how to march and quietly get in and out of their rooms and the building. They come to appreciate the fine discipline of the Vacation school and are glad to help their teachers have a better Sunday school. One of the statements most often made by workers in both Vacation and Sunday schools is that the Vacation school has a marvelous value both for the pupils and the teachers of the Sunday school. Departmental superintendents and teachers ought to be earnest advocates of the Vacation school even if it did nothing more than make their work easier and more enjoyable.

TO THE CHURCH

A good Vacation school has wonderful advertising values for a church. It gets everybody to talking about

it. It ties the children on to the church in a marvelous way. It makes the parents of the children more deeply interested in the work of the church and more willing to support it. It opens up the way for an increase in its membership; for Vacation schools secure many conversions among the children and pave the way for conversions among the adults. The school, too, wins the good will and esteem of the children and the parents of the church; and of other churches and no churches. It provides the church with sixty additional teaching hours to supplement the from fifty-two to sixty-five hours of the Sunday school. It helps to develop a finer atmosphere and to spiritualize the life of the church.

TESTIMONIALS

Testimonies are valuable. We like to know what those who have tried a thing, think of it. In Appendix I, therefore, a number of testimonials are printed from pastors, educational directors, parents and children. They could be greatly enlarged; but enough are given, it is hoped, to show that the claims made in this volume for the Vacation school are not excessive.

RELATIONSHIPS

When the Vacation school becomes a part of the church educational program, it must be properly related to the church and its activities if it is to function in the largest way. It must not be allowed to interfere with the work of the other church organizations; and they should be so conducted as not to interfere with it. Some attention must be given to the matter of proper adjustments so as to bring about the right relationships; if not, the Vacation school will fail to yield the largest returns.

THE SCHOOL AND THE PASTOR

"In the Vacation church school the pastor is an absolute necessity. He may not be the actual director, but his general oversight will iron out many difficulties. He

should frankly tell his official board and his church people that a church Vacation school involves an unusual amount of work, and that consequently the church should not expect from him some of the duties which he ordinarily performs. The midweek service may be taken over by the deacons. The Sunday evening service may be handled by individual groups and classes. The ordinary contacts with the homes may be maintained largely through the volunteer workers in the Vacation church school in the interest of the attendance of the children and the co-operation of the home. Necessary parish demands (marriages, funerals, serious illness, etc.), in addition to the Sunday morning service and the guidance of the church Vacation school will constitute all the work that can reasonably be expected of one man. With a generous amount of publicity and a considerable degree of open appreciation of the service rendered by the various groups, the regular work of the church may be maintained above the average in efficiency, and incidentally the burden of the church work will be spread over a large number of people to their great development. The more people who are utilized, the greater the interest and the larger the training that results."—*Frank Otis Erb, in the September, 1925, "International Journal of Religious Education."*

It is the opinion of the author that in most cases the pastor should be the principal of the Vacation school. Some authorities claim that many pastors do not have the outlook or technical educational qualifications to fit them for the principalship even when deeply interested in the school. Pastors of middle and latter life may find difficulty in adjusting themselves to the duties of a principal and to close associations with the children that the principalship requires. If so, they should not act as principals. Other pastors may, because of restricted physical vigor or ill health, find it impracticable to serve. Occasionally, a pastor of younger years may be lacking in the teaching gifts and capacities for acting as a principal. If so, he should not be censured, for the Lord dis-

tributeth his gifts to his servants as he willeth. In most cases, however, the author believes that the pastor, however large his church or manifold his duties, should act as principal unless he has an educational director or can secure an unusually competent principal. Any pastor who loves children, is in earnest and believes in a Vacation school can thoroughly prepare himself for the duties of the principalship and become efficient in administration in two or three years at the outside. However, if a pastor is half hearted about the matter and unwilling to do the study necessary to prepare himself for the work, or unwilling to give himself to the details of administration that must be given attention if the school is to be a success, he should nominate another to be principal and give himself to effective co-operation as pastor.

The principal, however, should ordinarily and usually will be the pastor. He cannot, most likely, give himself to a work that will bring larger spiritual returns for the time and labor expended on it. He himself will also profit greatly from conducting his own school. He will probably learn more than any of his teachers or any of the pupils. The work of the pastor is so varied, and the demands made on him are so great, that he frequently does not give much personal attention to the educational work in his church in the Junior and Intermediate unions and the Elementary and Intermediate departments of the Sunday school. He passes these up because he can usually find capable women whom he can trust with these duties, and puts in his time with the adults where it is more difficult to secure workers. The Vacation school, because of the similarity of its organization and its methods to the Sunday school, and because of its constituency being much the same as that of the corresponding departments in the Sunday school, gives him an excellent opportunity to become acquainted at first hand with the problems of educating the children, and also to get into intimate contact with them—a contact frequently denied him in the Sunday school. Happy is that pastor who seizes this opportunity to enrich his own life while ministering to his children.

How shall the Pastor Decide his Relationships to the School?

The pastor should decide his relationship to the Vacation school on the basis of the stewardship of time. It is a truism that we are as responsible for what we do with our time as for what we do with our money. We want to invest it where it will bring the largest returns in promoting the kingdom of God. If we have more demands on our time than we can meet (and what pastor hasn't that situation confronting him nearly all the time?), we should decide between two simultaneous demands on the basis of which will yield the larger results in promoting the work intrusted to us. If the Vacation school cannot meet that test, pass it up for other duties; if it can, pass up other duties for it.

If the pastor is to be the principal, how can he plan his other work so as to let it suffer least while working in his school? There are a number of things he can do.

Pastoral Visits. He should bring his people to see the greatness of the work and ask their co-operation in lightening his other work so he can do this. They should expect visits only in emergencies. Aside from visiting the sick and the shut-ins, he can dispense with all other visiting during the school. Even here he can often use his Juniors and Intermediates in service activities and thus relieve himself temporarily. He can get members of his church, as occasion may arise, to do many things for him that he would ordinarily do himself.

Extra Activities. He can postpone extra activities until after the Vacation school closes. Some he can dispense with entirely, as in various local clubs and community organizations. He can refrain from outside speaking engagements, committee activities and other labors of a community nature.

Church Services. For his Sunday evening services he can make a number of adjustments. He may have joint services with neighboring churches: this is often done any way. If he continues his evening services, he can work out a number of different programs. He may invite some denominational workers in for one or more evenings to

present their work. He may call on lay preachers and evangelistic clubs. The B.Y.P.U. may take an evening. An organized class may be utilized. Ministerial students may be asked to preach. The church choir may work up a special service of song.

At his prayer meetings he can easily utilize his departmental groups after the first Wednesday. This will not only relieve him; it will also train the children and probably increase the size of the congregation.

Helping in Revival Meetings. The first year his church decides to have a Vacation school the pastor may have previously made plans to assist in revival meetings which may not only keep him from being the principal, but also from even being there much of the time. After that, the pastor should so plan his engagements that they may not conflict with his Vacation school. Testimony in Appendix I reveals the evangelistic possibilities of a Vacation school. By having the school early he can usually close it before the general revival season of the summer begins. He should so plan his own revival meeting as to avoid a conflict with the school.

The Pastor's Vacation. The pastor can usually plan his work so that he can put on the school, run it four weeks, and properly conserve the results before the time for his vacation. Some one has suggested that a church should give the pastor an extra week for his vacation as an evidence of its appreciation of his extra labors in the Vacation school.

If Pastor of More than One Church. If a pastor has more than one church, his relationship to two schools will be more difficult. One pastor met the situation as follows: He held a two-weeks school in his town church. After a week's rest he and his teachers, assisted by local workers, held simultaneous one-week schools in his country churches. He made a success of the schools too. He may get to longer terms later, but that was the way he began.

A seminary student had two half-time churches. He planned for a four-weeks school in one of his churches to be followed by the annual meeting; and then after a

rest of two weeks, a similar program in his other church. Surely, where there is a will, there is a way.

What are the Pastor's Duties in the School?

Although the pastor and the principal are usually one and the same man, it is better to consider what duties should devolve on the pastor when another is the principal. The chapter on promotion sets forth many of his duties and should be carefully studied.

He should be the pastor of the school. No pastor should say, "Well, a Vacation school is a good thing; I'll get some one to run it and then go on about my other business." He should attend the opening exercises each morning. What a privilege he may have in taking charge of the joint worship period of the Juniors and Intermediates and not only lead them in worship, but teach them how to worship. He may tell the habit story to the Juniors and Intermediates each day, being careful to see, however, that it is a real story about a habit and not a sermonette. He may help with the boys' handwork. He should visit the school daily and take advantage of the opportunity to fellowship with the boys and girls. He should go with them on their parades and outings. He should help prepare for the commencement and attend it and the handwork exhibit following. He should make constant reference to the school in the various church services while it is in progress and magnify it to the people. He should take the registration cards after the school closes and study them so that he can make the most of them for the church and the people themselves. He should keep in contact with the principal and the superintendents of the Junior and Intermediate departments with reference to the conversion of the pupils and their becoming church members. He should attend the general faculty meetings. He should confer frequently with the principal.

A Junior college student was the principal of a Vacation school in a college town in which the enrollment was 275. It was a successful school. The pastor visited the school three times in twenty days,—twice when he was

asked by the principal to speak to the pupils, and once of his own accord. What right has a pastor to ask his members to go down to the church and spend two or three weeks getting ready for a school, four weeks teaching every morning and studying every afternoon when he himself assumes no responsibilities nor does anything in the school? As well might the captain of a troupe in battle sit in his tent at the rear and say, "Go ahead fellows; I am with you."

A pastor who had a school just starting in his church, said to another pastor who had conducted a school the year previously, "Are you going to have a D.V.B.S. again this year? Or did you get enough last year? Our church would be better off if we did not have one. The children tear up so much around here."

No doubt, it would have been better off without it; for the young woman, a recent college graduate, employed to act as principal, had tried to work out all the lesson courses for the school. There had evidently been no planning; for the faculty was having a faculty meeting that morning and trying to decide what to do while the children were running wild instead of going through a well-prepared program. The handwork teacher, from the city schools, had ordered a jumbled mass of material. She had never heard of a book on handwork in religious education. She said she planned the work as she pleased and didn't want to know too much about it, as she would have more work to do. There had been no systematic promotion, no enlistment of the people in the church in what could have been made a great ministry to the children, no careful planning. The pastor had absolutely nothing to do with it on the opening day, and had, very probably, had nothing to do with it at any time. He did not believe in it and was not putting anything into it. Of course, it was a failure. Nothing runs itself, not even a Baptist church.

A pastor went away and held a revival meeting while his Vacation school was in progress. He may possibly have made his engagement for the meeting before the church decided to have a school. In that event, he was

HANDWORK ILLUSTRATIONS FROM TAMPA, FLORIDA,
FIRST BAPTIST CHURCH

Each crew made their boat, and on the last day of school chose a sponsor and raced across the bay to the school picnic. The man in the right end of boat (upper picture) taught the boat making. Note objects made by smaller boys.

excusable. But a pastor should plan to be at home and in his Vacation school unless providentially hindered. The souls of his own boys and girls are as valuable as the souls of folks off somewhere else; and what is more, he is definitely charged to minister to them. Paul wrote Timothy, "If any man provide not for his own, and especially for those of his own house, he hath denied the faith and is worse than an infidel." He was speaking of a father who failed to care for his own wife and children. It is equally applicable to a pastor in his relation to his flock. Milton, when writing about the ministers of his day, spoke of the sheep who looked up into the face of their shepherd and were not fed.

What a marvelous privilege the pastor has personally to minister to the children of his church and community in the vacation time. Reports have been filed in the office of the Sunday School Board at Nashville showing that some Vacation Bible schools in the South had over four hundred children enrolled in the summer of 1925. One school had 444 enrolled with an average attendance of 275. Of these 240 were Juniors and Intermediates. Fifty-one were from Catholic homes. Over fifty were not from any Sunday school. Where could that pastor have found a greater opportunity than to be with those 444 children for a month? A Texas pastor reported over four hundred pupils enrolled. An Arkansas pastor reported 363. A Louisiana pastor reported 307. All of these were city schools.

The pastor will frequently be the principal of the school, when there will fall to him also the duties of the principal.

THE SCHOOL AND THE SUNDAY SCHOOL SUPERINTENDENT

The Sunday school superintendent should be deeply interested in the Vacation school along with all the other members of the church. By reason of his position and the influence he has or ought to have, he can do much to help the pastor promote the school. However, his relationship to the Vacation school is entirely unofficial.

There is absolutely nothing that makes the superintendent, by virtue of his office, any more responsible for the Vacation school than any other officer of the church. The pastor is under no more obligation to consult him officially about the Vacation school than any other officer of the church. The superintendent should not think that the Vacation school is a child of the Sunday school. He should assist the pastor in getting the church to sponsor it. The church, not the Sunday school, should decide to have a Vacation school, elect the principal and provide the finances.

Most superintendents are busy laymen. If they find time to learn all about the Sunday school, they will do well. Not many of them will probably be able to familiarize themselves with the technical details involved in making a Vacation school a success. Therefore, the pastor will usually find it more effective not to lean too heavily on the superintendent for advice and counsel. This will be especially true when the superintendent seems indifferent or opposed to the school and makes no effort to learn about its values.

THE SCHOOL AND THE REVIVAL

A Vacation school should not be held while a revival meeting is being conducted by the church. The meeting will disorganize the school. If the teachers try to attend the services, they will not have time to prepare their work. There will be lessened interest on the part of the children, poorer discipline, poorer teaching and smaller dividends from the school.

If possible, the Vacation school should not be held just after a revival. Even though a pastor has an evangelist helping him, the revival will call for his best efforts. There will be no time for faculty meetings, training the faculty and securing the supplies. If the faculty attend a meeting two or three weeks, they are likely to be emotionally and physically tired for some time after the close of the meeting.

It is better not to have a revival follow immediately after the close of the Vacation school, though this is less

objectionable than having the school while the revival is in progress or immediately after it.

The ideal towards which the pastor should work, if his Vacation school is to be a permanent part of the church work, is to have the revival meeting some months before the Vacation school, or else some months after it. A good meeting requires all of a pastor's time and strength; so does a good Vacation school.

In country churches, pastors may find, when first introducing Vacation schools, that the best they can do is to have them run simultaneously with the annual summer meeting. Where such is the case, they should do the best they can and work towards the day when the church will be able to have a standard Vacation school and at another time than the annual meeting.

THE SCHOOL AND THE COMMUNITY

A Baptist church may have the only Vacation school in the community. If so, it should give a general invitation to the children of the other churches to attend if there is room for them. Reports show that thousands of children from other churches do attend Baptist Vacation schools. The schools, therefore, partake of a community flavor even though local church schools.

Any pastor should appreciate it when he has such an opportunity to minister to nearly all the children of his community. But to do this he cannot stress certain doctrinal differences of the evangelical denominations. Of course, he can do this if he wishes; but if he does, he will largely restrict attendance to his own children. Abundant opportunities are available in the Sunday school and the several young people's training organizations for emphasizing these doctrines. Furthermore, the Sunday school and B.Y.P.U. literature make a place for this emphasis.

EXCUSES

When people do not want to do a thing, they may sometimes find a reason for it; but frequently they re-

sort to excuses. Whether excuses or reasons, the following are often given as explanations for not holding a Vacation school:

1. I can't get the teachers.
2. I can't take care of the expense.
3. The church is not interested.
4. I haven't the time.
5. It will interfere with my vacation.
6. All the children go away for the summer.
7. The building is not adequate.
8. The children will abuse the property.
9. I have to go out and hold a meeting.

To help where these conditions may exist or be believed to exist, the following is offered:

1. Getting teachers is the hardest problem; but it should not be forgotten that there were 10,000 schools in the world in 1924 with 120,000 volunteer teachers in them. What has been done in so many other places can likely be done in any place. For helps in overcoming this difficulty, study *The Faculty* in chapter six.

2. The problem of expense is generally over-emphasized. The average cost of a good school is only five cents per pupil per day, or "a dollar a scholar." If the school is properly put on, the parents will take care of the expense. For methods of solving the finances, see *How May the School be Financed* in chapter four.

3. The real explanation of a church not being interested is that the pastor is not interested. He must be converted before he can convert his membership. If he reads this volume and then carries out the suggestions for educating his church on the Vacation school and cannot interest them,—well,

"Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

4. Of course, most pastors have more than they can do; but duties do not conflict. The way to settle the

question of time is on the basis of stewardship. He should carefully consider the merits of the Vacation school and compare them with the merits of the other activities calling for his attention at the same time.

5. The pastor should plan his Vacation school and his vacation far enough ahead so as to avoid any conflict. Certainly, he needs his vacation; but it is not at all necessary for the Vacation school to interfere with it.

6. The contention that the children go away is a frequent excuse; it is never a reason. There is likely not one Baptist church in the entire South that closes down its Beginner, Primary, Junior and Intermediate departments of the Sunday school for June, July and August because all the children go away. Vast numbers of them never get away and the Vacation school is a god-send to them; most of those who do, go for a brief time only. Often, after a few Vacation schools are held in a place, parents and children both plan their visits to Grandmother's and Uncle Bill's so that they can go either before or after, but not during the Vacation school. But supposing all the children do go away, then a most interesting question arises, namely—Where do they all go? As a matter of fact, those who go away from a community are offset by visiting children in the community.

7. Many buildings are not adequate for the Sunday school, but that is no reason for not having a Sunday school. We must do with the Vacation school as we do with the Sunday school—the best we can. Often, a good Vacation school serves to awaken the parents in a way that the Sunday school has not awakened them to the need of an adequate plant.

8. God pity those who think more of the church buildings than they do of their children.

9. The pastor who thinks that his primary duty is to visit other churches and assist pastors in revival meetings rather than conduct a Vacation school for the children for whom he is directly responsible, had perhaps better prayerfully search his heart to be sure that the proper motive is guiding him in his decision.



DAILY VACATION BIBLE SCHOOL, FIRST BAPTIST CHURCH, WASHINGTON, GEORGIA

CHAPTER FOUR

THE PROMOTION OF THE DAILY VACATION BIBLE SCHOOL

GETTING STARTED

It is assumed that the pastor will do much of the promotional work even if not the principal of his school. He cannot very well assign much of the early promotional work to others unless possibly to an educational director or an assistant pastor. When, however, another than the pastor must do it, let him profit by the suggestions made here to the pastor.

When a successful Vacation school shall have once been held in a church, it will be comparatively easy to promote it thereafter. Parents, children and teachers will know what is to be done. However, to reach newcomers and renew interest, the school will have to be aggressively advertised and promoted year after year.

When a church has not had a school and knows but little or nothing about it, much preliminary work is necessary. The church must be brought to a realization of the need and value of a school and to a decision to have one; the boys and girls must be shown how the Vacation school differs from the public school, told all about it, won to a desire for one and brought to an expectant eagerness for it to begin; and parents must be aroused to the evils and dangers of an idle vacation time and persuaded that the Vacation school will minister to the physical, mental, moral, social and spiritual needs of their children in a happy, vital way. They must be won, too, to a helpful spirit of co-operation and made to realize that while their children will be welcomed any time, far more can be done for those who attend regularly. Those

who ought to constitute the faculty must be given a vision of what a good school will mean to the children and the church, and so convinced in their minds and stirred in their souls that, when approached, they will enthusiastically offer themselves for service and faithfully prepare for their duties.

To do these things the pastor must thoroughly inform himself as to the need and value of a school. He must himself be convinced that the school is practical and have his own soul deeply stirred. He must approach the work with a conviction that all difficulties can be overcome and that the school will be largely attended, efficiently managed and successfully conducted. He must be aggressively optimistic. He should not ask the advice of uninformed church officers and deacons as to the advisability of having a school; nor should he appoint a committee, all or most of whom may know but little or nothing about Vacation schools and therefore be indifferent, to consider having a school. Rather, he should keep his own counsel for the time being, map out his campaign of education and go methodically to work. A suggested course of action is outlined through the remainder of this chapter.

WINNING THE BOYS AND GIRLS

Win the boys and girls first. The best place to do this is the Sunday school. Speak to the pupils at the general session. The talk there will also inform and help win the parents and the adults of the church and also gain the attention of prospective teachers. If the school has no general session, visit the departments and speak a few minutes to each department.

If the boys and girls know nothing about a Vacation school, their first reactions may be unfavorable. If the talks are made in March or April, the children will already be thinking of vacation time when they can cast their books aside and spend all day in play. Therefore, secure their attention and interest as soon as possible. It can be quickly done. The following method has been used with success:

"How many of you boys and girls would like to go to a school where you would not have any books to study? Hands up! [Of course, they will go up.]

"Wouldn't you like to see a school where the pupils have no books; but where the teachers do and have to study very, very hard? Hands up if you would like to go to a school like that!

"How would you like to go to a school that has a picnic or outing of some kind every week with free lemonade, ice cream and so forth; a school that has fine stories, beautiful music, happy play times, and a time every day when you boys can make things with a saw and hammer, and you girls can sew if you want to, and all of you can do heaps and heaps of things you'll enjoy?

"All of you that would like to see such a school as that here in our church for a month in the summer a while after the public school closes, hands up.

"Good! I knew you would like a school like that. We are thinking of having one here in our church. It is called a Daily Vacation Bible School. When you rest a bit after the public school closes, you can come to our church five days every week, three hours every morning for four weeks. You will not have any books, nor any home study to do. We shall have Bible stories and other good stories every day. We shall sing and play. We shall make things every day; and we shall have an outing of some kind every week that will be just for the boys and girls who go to the school. With all sorts of good things going on, we shall help you have the best time of your life. What sort of a school did I say it was? All right, now all of you who think you would like for our church to have a school like that, hands up."

With the children thus committed and eager to know more about the school, go ahead and enlarge on what will be done in it. Follow this up with other brief talks on succeeding Sundays. Give testimonies of children who have gone to schools, and tell how many Vacation schools there are in the world.

WINNING THE PARENTS AND THE CHURCH

Preach a sermon on the Vacation school. Advertise it. Send out special invitations. Urge the parents to hear a message of vital interest to them and their children; namely, how the church can get the children off the streets, make them have a happy time, and also minister to their physical, mental, moral, social and spiritual needs. Ask the children to invite their parents to hear the sermon. Ask the boys and girls to hear the sermon too. If the parents get the idea that something practical and worth while is being planned for the children, they will listen. Make them see the folly of letting the church building stand idle six days in the week when it can be used to bless their children. Outline the daily programs. Show that the cost will be modest and that the money will be well invested. Tell them what other parents have said about Vacation schools. Close with a stirring appeal in behalf of the children. Ask all who would like to have a Vacation school to rise. Commit them; then appeal for their co-operation.

SECURING CHURCH ACTION

If proper steps are taken to inform and enlist the children and the parents, it will be easy to secure church action. The church should in conference vote to have the school; elect the pastor, or some one the pastor nominates, as principal; and make provision for the finances of the school.

Of course, a pastor may consult with his Sunday school faculty, his board of deacons or any other church group, if he wishes; but ordinarily, such procedure will not be necessary. The fewer groups he consults, the less likelihood of opposition. If he makes it clear that the school will not call for any new organization further than the faculty during the length of the school; that the cost will be nominal, usually about one dollar per pupil enrolled, or any average per child of five cents per day—the price of an ice-cream cone; and that the school

will utilize the equipment available in the Sunday school plant, he will not ordinarily have any difficulty.

AROUSING INTEREST

Although the Sunday school should not be charged with the responsibility of conducting the Vacation school, it will be wise, since the pupils in the Vacation school are largely those who attend the Sunday school and teachers of the Vacation school are often largely from the Elementary and Intermediate departments of the Sunday school, for the pastor to present the Vacation school plans in the Sunday school teachers' meetings and councils. He should strive to secure the teachers' enthusiastic co-operation. He may pass free literature among them and ask them to read it. He should also distribute free literature among key parents and those he wishes to secure as members of his faculty. He should order a number of books, which should be charged to the expense of the school, and get them into the hands of key people to read. He may point out particular chapters or sections he wishes read and see that the books keep moving.

ADVERTISING THE SCHOOL

Before much advertising can be done, it will be necessary to determine when and where the school shall be held. Some progress, at least, must be made in the selection of a faculty.

Even though the school should be held in a tiny church in the open country, *advertise it*. Thorough publicity is the *open sesame* to a large and enthusiastic school on opening day. It will not keep the children after the first day (other preparation must do that), but it will get them there and let the entire community know that something out of the ordinary is occurring at the church.

Do not be afraid to advertise the school as a Bible school. Emphasize the Bible and missionary stories, the Bible or sword drills and the music. Be careful not to misrepresent. Advertise certainties, not expectations; the expectations may not materialize.

Play fair with the children. Urge them to attend the school the first day; and tell them that if they do not like it, they will not be expected to come back.

Advertise each year. Do not expect the advertising for one year to do for the following year. The advertising may be different, but it will be necessary. Apart from securing the attendance and interest of the children, it will advertise the church. A good Daily Vacation Bible School is one of the best advertising assets a church can have. It has tremendous promotional value for the entire local church program.

NEWSPAPERS

Use the newspapers. City papers will give some space to announcements. If a large number of churches are co-operating in a simultaneous advertising campaign, much as they often do in city-wide evangelistic campaigns, it will be easy to secure much newspaper space. Items should be given as to where the school will be held and under what auspices, when it will open, how long it will continue, what children it is for, what it will likely cost, how the cost will be cared for, who the faculty are, what the daily program will be, and when and where the picnics and other outings will be held. Give special publicity to the preparation-day session on Friday afternoon before the formal opening of the school when the children will be registered, classified and taken on an automobile ride over the community.

During the school, prepare articles about the attendance, the enrollment, special features, outings and so forth. Give special publicity also to the commencement, telling when it will be, what will constitute the program, about the exhibit of handwork, the cost of the school, and the free-will offerings that will be received to care for it.

After the school closes, prepare an article giving a *resume* of the school, the total enrollment, the average attendance, the names of the faculty, the names of the children who did not miss a day, the cost of the school,

the amount of the offerings, and the value of the school to the children, the parents, the church and the community.

City papers will give more or less space to these daily articles. The wise pastor will not take it for granted that they will not print the news; he should prepare it and take it or send it to them. He should not wait for a reporter to come around, for he will not come; and if he did, he would likely be ignorant of the school and not know how best to write it up.

As the school progresses, pictures may be made of the school and offered the papers for cuts to go with the reading matter. The pictures can also be used for other purposes.

Newspapers in the smaller cities and towns will usually give all the space for which the pastor will prepare copy. But whether in city or town, he should plan to get as much advertising as possible for his school and church out of the news about his school. However, he should be careful to see that the news articles are written in news style and not as advertisements. Oftentimes, articles fail to appear because they are really advertisements and not entitled to be run in the news columns free of charge.

BULLETINS, SIGNS, POSTERS

Bulletins

If the church has a paper or church bulletin, it can be used to splendid effect. Sometimes a pastor almost ignores the approaching Vacation school in his very own paper or bulletin. For at least two months before the school opens, there should be something in each edition about it. It should be kept constantly before both the children and their parents.

Signs

A local sign painter may be secured to print a banner to put across the street in front of the church or at a

conspicuous point on the church ground. One or more signs may be used as seems best.

Posters

Posters may be put up in the church vestibule; in organized class rooms, especially where classes composed largely of parents meet; in the departments; in show windows of co-operative merchants and at strategic public places. High school pupils can render service by making posters. The B.Y.P.U. poster makers can be utilized.

Window cards similar to those often used in revival meetings may be used. The young people may make them, or they may be secured from a printer.

COME TO THE

DAILY VACATION

BIBLE SCHOOL

OF THE

_____ **CHURCH**

Time: _____ **to** _____

Hours: _____ **to** _____

Free for Boys and Girls, Ages _____ **to** _____

BIBLE WORK, MUSIC, STORIES, HANDWORK AND RECREATION

YOU WILL LIKE THIS SCHOOL

B. Y. & S. POSTER, 1 FOR 25 CENTS, 1 FOR 25 CENTS. BAPTIST SUNDAY SCHOOL BOARD, NASHVILLE, TENN.

Furnished by Baptist Sunday School Board—10 cents for one; 25 cents for three.—Size 19x24 inches.

LETTERS

One of the most effective methods is to get out a letter about a week before the opening of the school. Send a copy to every father and mother of the church, the Sunday school, the congregation, and the non-church goers. Make up the list from the church and Sunday school rolls, census cards, telephone directories, and other available sources.

Send the letter first class; second class is but little cheaper. *Send a letter to each parent.* If addressed to both, only one may read it; if addressed to one, the other may never see it. It is desirable to reach both parents. Who knows but what such a letter may be used to touch the heart of an indifferent father or mother? Surely, a parent's realization of the church's interest in his children is likely to evoke his interest.

Let it be a form letter. Display the name of the pastor or the church prominently on the envelope to keep it from getting into the wastebasket unopened. Use a letterhead that will catch the eye at once.

Mimeograph, multigraph or print it with typewriter type. Single space the lines and keep it on one page, for a one-page letter will more probably be read.

If the church has no duplicator, some of the business men of the church will perhaps have one and gladly help out by doing the mechanical work in preparing the letter.

Intermediates and young people can be utilized to address, stamp and mail the letters. Better still, to save postage and find work for loyal youngsters, send the letters by "special delivery" boys. The envelope (see the next page) prepared by Reverend C. G. Gunn, assistant pastor of the Second Presbyterian Church, Memphis, Tennessee, shows how he did it. If such an envelope is used, it may be well to put a parent's name on each one so that the boys will not pass any parent by.

This letter is very important. It should be carefully prepared. It should give the name of the church and the time and duration of the school. It should tell when the

school is to open each day, what admission conditions are to be, how the finances will be provided and what will be taught. It should give assurance that the pupils will need no books and that no home study will be required. Feature the registration-parade session on preparation day. It should be about as follows:

Second Presbyterian Church
MEMPHIS TENN

TO THE PARENTS
or the FRIENDS
of our
D. V. B. S.
PUPIL

By a D V B. S. Letter Carrier
"SPECIAL DELIVERY"

Dear Friend: You have heard, no doubt, of the DAILY VACATION BIBLE SCHOOL which begins in our church at 9:30 next Monday morning and continues four weeks, five days a week, three hours a day—9:30-12:30—and that it is open for ALL children of the community who will have become five by the time the school opens and are under seventeen. It will be a real school. The principal and teachers are deeply interested and want the boys and girls to remember this as one of the happiest periods of life.

There will be no tuition and no books except in the hands of the teachers. No home study will be required. Everything the children need in the school will be furnished them free of cost. The cost of the school, which will likely be about a dollar a pupil, will be taken care of by free-will offerings at the close of the school.

We shall teach the children portions of the Bible suited to their ages, have Scripture gems memorized, tell them

many interesting stories,—biblical, patriotic, habit-forming, missionary,—have supervised play periods, periods for music and notebook work, salutes to the Christian and American flags, and a closing period of handwork.

Does not this program appeal to you? Will you not co-operate with us in helping your children? Help us advertise the school. Boost it to the children. Tell your neighbors. Visit us when we get going. Pray for us. And don't forget to ask us about anything you do not understand.

Important! We wish to enroll the children at four o'clock at the church next Friday afternoon so as to lose no time from work Monday. Please see that your children are present. When we enroll them, we will give them a free automobile ride.

Let us all work together to make this school an epochal month in the child life of our town.

Sincerely yours,

.....Principal.

 Do you like to 
HEAR GOOD STORIES
SING GOOD SONGS
AND MAKE THINGS?

Then don't miss the
DAILY VACATION BIBLE SCHOOL

 June 15  July 10 

FIRST BAPTIST CHURCH

POSTER FROM FIRST BAPTIST CHURCH, NEWPORT NEWS,
VIRGINIA

HOUSE-TO-HOUSE VISITATION

One of the most effective methods of advertising is to have a house-to-house visitation. Besides helping the Vacation school, it will help the pastor in church visitation like an every-member canvass or a church census. Use the faculty and other special visitors. It will be better to have the visitors go in pairs.

Before the visitation, call the visitors together and explain thoroughly what they ought to do. They should know the territory they are to cover and be thoroughly familiar with all facts about the school. They should talk enthusiastically about the school and the church, solicit the children and seek to secure active home co-operation. They should explain anything that the mother may not understand and seek to arouse her enthusiasm for the school.

They may take registration cards with them and register the children, carefully filling out the cards. (If any child thus enrolled should not attend the school, the card can be laid aside.) Such registrations will lighten the work later.

The visitors may make this a real church visit in behalf of the church. Before leaving a home, they should ask for the privilege of praying. In the prayer they may pray for God's blessings on the household—the parents to be the parents God wants them to be and have wisdom properly to rear their children; the children to have healthful bodies, clean well-trained minds, and Christlike souls. If the children's names are known, they should be prayed for by name. There is no way to estimate what such visits may mean to the children, the parents and the church.

PRESESSION HANDWORK EXHIBIT

At a faculty meeting a week or more before the opening of the school, the teachers may make some of the articles to be made in the school and use them for advertising purposes. For several days before the school opens, the handwork may be displayed in store windows

along with placards and announcements about the school. It can be brought to the church and displayed at the registration hour on preparation day. On Sunday before the opening of the school, have it in Sunday school. The pastor can make it the basis for an enthusiastic talk about the school. The departmental Sunday school superintendents can also speak about it; for, even should they not be planning to teach in the Vacation school, they should be deeply interested in it and help promote it.

Of course, the articles on display should be samples of what will be made in the school. Patterns for the articles can be found in the Vacation school text-books.

MYSTERY BUNDLES

One of the most helpful ways to get the children interested is to ask them at Sunday school to bring from their homes all sorts of articles,—magazines, tin foil, spools, paper boxes, pasteboard, old toys, tin cans from which food has been taken, pickle bottles, peanut-butter glasses, scraps of cloth, cigar boxes, orange boxes, other light wooden boxes and so forth. Have them tie up all the smaller items in bundles so no one will know what is in them. As the children bring in the bundles, put them away in some convenient place. Wonder as to what is in the packages. Stimulate curiosity and interest.

A week or so before the school opens, have a week-day afternoon session of the department. Invite all the children to come and help open the packages. Open the packages and classify the material for use. Have the children help. Utilize the hour in winning any uncommitted children.

ANNOUNCEMENTS

The pastor and the departmental superintendents should make announcements about the school from time to time in the Sunday school, the prayer meeting, the unions, the missionary society, the Sunday school workers' meetings and the preaching services. Tell about the various features of the school. Speak of the surprise

features that may take place any day. Emphasize the recreational features. Strive to awaken both curiosity and interest.

However, a word of caution may be in place. In making announcements and striving to interest the children, keep the real aim in view.

"Johnnie," said a mother to her little boy, "on your way home from school this afternoon, stop at the store and get mamma a bar of soap and a stick of candy."

"Why did you order a stick of candy?" asked Johnnie's aunt as the lad skipped away.

"I did that so he wouldn't forget to bring the soap," the wise mother replied in a matter-of-fact way.

Every element in the Vacation school program has its value. None of it is for purposes of baiting the children. Take care that the children understand that the school is to be a real school, even though a happy one; that real work is to be done; that real discipline is to be maintained, though in a happy vacation atmosphere; and that the main purpose of the school is to help the boys and girls learn things that will bless them.

THE PARADE

The parade on Friday afternoon before the school is to open the following Monday is of great value. Besides giving the children a happy outing and deepening their interest in the school, it is of tremendous advertising value both to the school and the church. Be sure that proper announcements are made about the parade at the Sunday school on Sunday before the parade the following Friday.

THE FIRST PICNIC

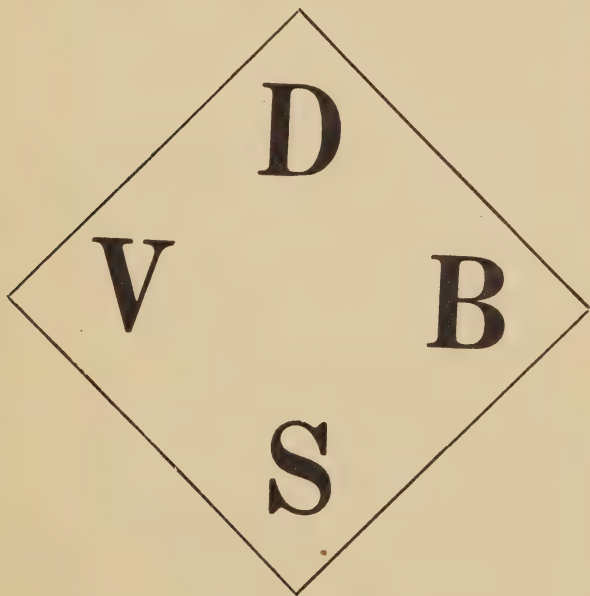
Children like picnics. By all means one should be held the first Friday afternoon of the school. For suggestions about the picnics and outings, see *Recreation*, chapter seven.

At Sunday school the day before the school opens, make announcements about the picnic. Make it clear

that only the pupils of the Vacation school, their visitors, and children too young for the Vacation school will be eligible to attend. Boost the picnic so as to secure for the Vacation school any children of the Sunday school who may not have made up their minds to attend.

ADVERTISING TAGS AND BUTTONS

Some schools use advertising buttons. However, advertising tags are better and not so costly. The boys and girls like to wear the tags. Give them out on



50 cents per hundred

preparation day after the children register and before the parade. Do not give them out earlier. Children soon grow tired of such things and will not wear them long. The best time for them to wear the tags is on Friday afternoon, Saturday and Sunday. Children who have not heard about the school will ask their little friends what the tags are for. This will give the wearers an opportunity to tell all about the fine school that is to be held at their church and to ask the inquirers to attend. If half or two-thirds of the children wear these tags in the Sunday school departments Sunday morning before the school opens, the general effect will be to make the other children want to go to the school and get a tag. If desired, the tags can be given at Sunday school to additional children who will promise to attend the school. However, it is better not to register any children on Sunday.

DURING THE SCHOOL

Do not be content with the number present the first day unless it is a capacity house. Keep working for as large an attendance as can be comfortably and efficiently accommodated. Put the children to work for the school. Ask them to tell other children what a good time they are having and invite them to the school. Ask all children who bring new students to stand. Ask them to call out the names of those they have brought, and have them stand too. Thank the children publicly for their help. Make them feel that they are helping to make the school a success. One of the purposes of the school is to train children for service.

Not only should the school be advertised to secure pupils; publicity should also be given the work to win converts who will want it as a permanent part of the educational work of the church. See that every effort is made to win both the enthusiastic co-operation of the parents and an appreciation of the service rendered their children. The more they know about the school, the happier they will be in the fact that their children are

pupils. Many indifferent parents have been won to Christ because of this ministry to their children.

Prayer Meeting

Use the children at the midweek prayer meeting. Use the Primary department the second prayer meeting after the opening of the school, the Junior department the third week, and the Intermediate department the fourth week. After a period of song and prayer, have the departmental superintendent demonstrate some of the work being done in her department. The utilization of the children will give them additional training and also relieve the pastor of some of his duties during the school. If the presence of the children is properly announced, many parents will attend with their children. Any pastor may readily see other benefits that will accrue from this activity.

Sunday School

At Sunday school ask all children who are attending the Vacation school to stand. Then invite the other children to attend. Speak of some of the worth-while things being done. Of course, the children are telling their parents all about the school and how they are enjoying it; but it will not hurt if the school is kept constantly before the various organizations of the church and talks are made about it at the several services.

A Friday Parade

A parade can be staged by the school at the close of the day's work the first Friday. The children may make caps and paper U. S. and Christian flags for the parade during the handwork periods of the week. Line the children up by departments with flagbearers at the head of the column. Parade on foot for several blocks near the church; or, if it is convenient to the business section and traffic conditions will permit, parade there also. Either during or after the parade, the children may sing a school song, give the school yell and do any other stunts they may have learned during the week.

The parade will advertise the school and the church and also give the children an enjoyable social hour. Ask them to wear their caps the remainder of the week.

AFTER THE FIRST YEAR

After the first year the educational task of promotion will be a minor matter; but the publicity will be needed as much as ever. Interest must be aroused; enthusiasm must be built up again; a new corps of teachers must be recruited; an *esprit de corps* must be re-established. The good judgment of the pastor will lead him to do the things that need to be done every year.

The second year and after, it will be very helpful to ask all the boys and girls at Sunday school who attended the Vacation school the year previous to stand. Then, as Mr. E. C. Knapp suggests in his "The Community Daily Vacation Bible School," ask them to come to the front and each tell one thing done in the school the year before that was liked. As they mention the stories, the verse finding, the memory work, the music, the retelling and dramatizing stories, the games and outings, the notebook work and the handwork, the adults will be impressed with the scope of the work and with the tremendous appeal the school makes to the children.

WHEN SHOULD THE SCHOOL BE HELD?

There is no set time for holding a school. Formerly it was thought that two or three weeks should elapse after the close of the public school before the opening of the Vacation school; but the more recent trend has been to begin soon after the public school closes. There are several reasons for this.

The Vacation school can profit by taking advantage of the public school discipline and habits. The work done in the two schools is so different that the children find the Vacation school a real vacation experience and altogether delightful because of its contrasts with the public school. Many schools open at once; and it has not been

found that this in any way keeps down the attendance of the children.

Oftentimes, churches wish to utilize teachers from the public schools who are available if used at once, but who cannot remain two or three weeks in idleness waiting for the school to begin.

The pastor can get the school out of the way before the summer revival meeting season that prevails in many of the towns and most of the country churches throughout the South. He can also complete his work in it without it in any way interfering with his vacation plans. He will find also that more teachers will be available at the earlier date, as later in the season more and more of them will be planning for their vacations. For the same reason, more children can attend, as not so many of them are likely to go visiting or go on a vacation trip with their parents before July.

The weather, while hot in June, is not so oppressive as later. There is less likelihood of sultry, humid days in June. Generally, there is not so much probability of morning rains as later.

Where the school opens one week after the close of the public schools, the pastor often uses the intervening week for faculty training and preparation week. Then the public school teachers who may have been engaged to take part, can get a few days of rest and also participate in the training school. This wait of a week will likely find favor in the cities where public-school teachers will be more used than in the towns and villages.

There is perhaps one advantage in waiting two or three weeks: the children, after a few days of freedom with no organized play and idle wandering, long for something to bring them together again and eagerly avail themselves of the activities and companionships of the Vacation school.

Of course, there is no set rule. Each school will have to decide for itself what is the best time to begin. Unless there be exceptional reasons, there should be no long intermission between the public and the Vacation school.

WHAT TIME OF DAY SHOULD THE SCHOOL BE HELD?

The usual time is the forenoons; but local conditions sometimes call for afternoon sessions. Farming communities, where many of the children, especially the boys, are needed for work in the mornings, may find the afternoons more desirable. One city school was held in a mission center from 5:00 till 7:30 p.m., because some of the faculty could be present at no other time. By the way, two men who taught in the school worked all day in offices and went without supper in order to serve on the faculty; and a woman who taught had to leave home one and one-half hours before the school in order to get there on time. She spent three hours a day for twenty days in going to and from the school in addition to the two and one-half hours in the school. None of these teachers was paid a salary.

Each school should decide for itself at what hour the school shall open each day. As it is vacation time, the hour should preferably be about a half hour later than the public school opening hour. Then, too, some of the faculty may be homekeepers and unable to get to the church as early as the professional teachers get to their work.

Another problem that sometimes arises is whether or not the school shall be held daily. Rural schools, where it may be difficult for both faculty and pupils to attend daily, may have two afternoon sessions a week for ten weeks and thus do twenty days of work. Schools have thus been successfully conducted.

HOW LONG SHOULD THE SCHOOL CONTINUE?

A standard school should continue four weeks and be in session five days a week, three hours a day. Some pastors make a mistake in putting on a two-weeks school the first year, thinking it will be easier to secure teachers; but it is generally easier to start out with rather than work up to a four-weeks school. It requires as much planning, promotion and teacher training, and as many books

to get ready for a two-weeks as a four-weeks school. Economy of effort suggests four weeks. The dividends will be proportionately greater from a four-weeks school.

Occasionally, it is claimed that the teachers get very tired in a four-weeks school and that the children lose interest. The children never lose interest unless the teachers lose it first. If the teachers would keep up the quality of their work and continue the school, the children would gladly go eight weeks. Many of them, according to reports, clamor for their schools to continue all summer; they hate to see the day arrive when they will be thrown back on their own resources for entertainment. Of course, the teachers will get tired. The fourth week is often a hard week. But if the teachers believe that they are doing a great work and are seeing results in the lives of the children; if they are encouraged by the pastor and cheered on by him as their leader, they will "carry on."

Occasionally, there may be especial reasons why a four-weeks school cannot be held. If so, the pastor should plan for as long a session as possible. Even one week is better than none. A number of one-week schools have been held with great success in rural communities while the annual one-week meeting was being carried on, with preaching in the mornings and evenings and the school in the afternoons.

WHERE SHOULD THE SCHOOL BE HELD?

Usually, the school should be held in the church building. If it is a one or two-room building and not sufficient to care for the children, other quarters may have to be found.

Sometimes this situation can be remedied by borrowing the building of a neighboring church where a school is not being held and using it for one or two departments. If the church yard is ample and shady, some of the work may be done in the yard, especially on clear days,—most June mornings and early July mornings are free from rain. A tent may be brought into service, or a brush arbor may be built.

The public school building may be rented for a nominal sum. The grade rooms are splendid for departmental work, and the auditorium can be used for general sessions. If there are not enough pianos, some extra ones can likely be secured. The greatest objection to the public school building is that it is a little difficult sometimes to get the reverent, worshipful spirit there that is desired.

One young woman, home from a seminary training school and determined to have a school for the children in her neighborhood, held it in the garage in the back yard. Every time she used the blackboard, she had to roll the piano out of the way. She planned for thirty children, but they crowded in until she had sixty. When she held her commencement, the parents were amazed and delighted at what she had been able to do for the children.

Schools have been held in back yards, empty store rooms and out in the open. When Dr. W. O. Carver, of the Southern Baptist Theological Seminary, was on a visit to China, a campaign was being made there for funds for Vacation schools (there were 2,000 of them in China in 1924). He was told of a Chinese Christian girl, a student in one of the Baptist schools, who wished to have a school for some children. She applied for aid to get some equipment. Not one cent was available. She was in earnest. What did she do? Why, nothing but hold it in the open road where she used the dust for a blackboard and drew her illustrations with a stick. And said Dr. Carver, "She held her pupils, too, and had a helpful school."

Yet some people say they cannot have a school because they do not have a modern church building of ample size. The examples of these heroic women remind us of the king's son who unhorsed in battle, weaponless and hard pressed by his enemies, won a great victory by seizing the broken sword a coward had thrown aside when fleeing earlier in the battle. One of the mottoes sometimes used in Vacation schools is to the point here: "I will do the best I can, with what I have, where I am for Jesus' sake, today."

HOW MAY THE SCHOOL BE FINANCED?

A Daily Vacation Bible School should be a permanent part of the educational program of the local church. It should be put on, controlled and operated by the church itself rather than by some auxiliary of the church. It should be financed by the church just as the Sunday school, the unions and the missionary society are or ought to be. Furthermore, the church should make ample provisions for an efficient school. It should make an appropriation sufficiently large to meet all expenses. The reports from thousands of schools reaching back through twenty-five years of history, show that with a volunteer faculty an average of five cents per day per pupil enrolled—"one dollar a scholar" for a term of twenty days—will ordinarily provide amply for the needs of a school.

THE CHURCH SHOULD PROVIDE THE FINANCES

The church, then, should provide for the expenses of the Vacation school in its yearly budget just as it provides for the pastor's salary, insurance, the revival meeting, the Sunday school and its other work. A church may decide to have its first Vacation school after the budget for the year has been made. If so, it should vote in conference to support the school by free-will offerings and from the miscellaneous fund of the church.

When the expenses of the school are put into the church budget, put anticipated offerings on the receipts side of the budget. If properly looked after, they will equal the costs of the school.

HAVE EXPENSES UNDERWRITTEN BY FRIENDS

The pastor can estimate the costs at about one dollar per expected pupil on the basis of a twenty-day school. He may then go to a number of his friends and ask them to underwrite the cost of the school. He should then receive free-will offerings. If there be a deficit, he should apportion it to the underwriters. Often the underwriters

do not have to bear any costs. They may advance the amount they underwrite so that the school can operate on a cash basis. They can be repaid at the close of the school.

SECURE PRIVATE SUBSCRIPTIONS

Some pastors, after working up interest in the school, have prepared a subscription list and passed it among the membership of the church in private, or asked them to subscribe at a church service following the close of the sermon.

AN AUXILIARY ORGANIZATION MAY FINANCE IT

Some pastors have called on the Sunday school, the organized classes of the Sunday school or other church organizations to guarantee the finances. This is not a wise method, for it tends to develop the idea among whatever organization is financing the school that it is running it.

BY FAITH

Many pastors have gone ahead with their promotional work and said that the school would be supported by the free-will offerings of the pupils, their parents and the friends of the school. This can easily be done in the average community, if the pastor will really plan for his offerings. He should take the offering at the commencement. If there should be a deficit, he can call on some of his friends; he can make an appeal to the Sunday school; he can ask at the church service for a special offering, or call on any who may be interested to see him privately; he can speak to some of the organized classes made up largely of parents of the children who attended the school; and he can get out form letters about the costs and the receipts and mail them to the parents who patronized the school and ask them, if they feel so inclined, to send an extra offering. Finally, if after doing these things, he still has a deficit, he can do

as an Alabama pastor did in 1925,—pay it out of his own pocket. He had to pay \$32.00 after having worked hard at the school; but he said, "It was worth it."

CHARGE TUITION

This is a very unwise procedure for many reasons and has never found favor among the thousands of churches that have held them. Furthermore, it is repugnant to the fundamental idea that church doors are open without money and without price to whoever may come. However, some schools, while charging no tuition, require the pupils to pay for the material in whatever handwork they take home with them after the close of the school. This is not altogether wise; but it may be done if there be urgent need.

How successfully manage the free-will offerings; how to keep down the expenses; how to keep the books, and other related matters are presented in the chapter on administration—chapter eight.

HOW MAY THE FACULTY BE SECURED AND TRAINED?

There are certain matters connected with the securing and training of the faculty that have to do with the promotion of the school; but, for the sake of convenience, everything relating to the faculty,—its constituency, selection and training,—is discussed in the chapter on organization—chapter six.

PREPARATION DAY

The first day of a Vacation school is vital. If the school has been properly planned and promoted and the teachers trained; and if on the first day, the faculty is ready and can put on a regular day's work, the success of the school will be guaranteed. If, on the other hand, the faculty has to spend much of the day organizing the school; if the various elements in the program are falteringly and poorly carried out, the impression made on the children, who will have come with eager anticipations,

will be very disappointing. Many of them, therefore, may not return the second day; for, let it be emphasized, the attendance of the children is voluntary, and they are going to the Vacation school because, and only because they had rather go there than anywhere else.

If preparation day is properly carried out, much will be done towards making the first day of the school a success. Preferably, it should be Friday (Saturday is a poor day) before the school opens on Monday. There are four elements that constitute preparation day. They are:

1. A general faculty meeting.
2. Departmental faculty meetings.
3. A registration session.
4. A parade.

THE FACULTY MEETINGS

The faculty meetings should be at least two hours in length—one hour for the general meeting and one for the departmental meetings. They should be held in the forenoon, if possible, for there will be less distraction and haste then; but they may be held in the afternoon prior to the registration session and the parade. As the registration session ought to begin not later than four o'clock, the faculty meetings, if held in the afternoon, should begin by two o'clock.

The General Faculty Meeting

Make a list of the items to be discussed at this meeting and check them off when discussed.

The principal should preside at this session. The pastor, if not the principal, should be present along with the departmental superintendents, the teachers, the helpers and any others that may be used in any way in the faculty.

Be sure that everybody understands the hour when the school is to open, and urge every one to be present the first day at least a half hour before the time for the processional.

Ask each superintendent if she has her faculty complete. Ask each teacher if she has her text-book. Ask the handwork teacher in each department if she has her supplies in hand for the first week's work, or, better still, for the whole term. Make any adjustments that may be needed as to the hour of recess for the different departments. Remind the helpers that they are to see that the children in their respective departments, when taking recess, do not disturb the departments not at recess.

Explain what signal will be given to tell the children to fall in line for the processional. Work out definitely the plans for the lines of march. Have the pianist play the processional as the faculty march into the building just as the school will march in on opening day. The principal should lead a practice worship service. All should know the whole program, including the call-to-worship, the school motto, the scriptural passage to be used, the first stanzas of the hymns to be sung, the salutes to the United States and Christian flags and the Bible. Go through the service again, if necessary. See that the entire faculty understands the stand-up and sit-down chords. Practice them until the pianist can give them properly and the faculty execute them faultlessly.

In the meeting explain again to all the teachers about the registration cards. Stress the importance of every blank being carefully filled in. Go over again how the children are to be classified and graded. Make plain the methods that are to be followed daily in marking attendance. Have the necessary forms on hand to give the departmental secretaries, and instruct them again how and when to make their daily reports.

Go over other general and particular matters that seem to need attention. Before closing this meeting for the departmental meetings secure the teachers' vows.

THE TEACHER'S VOW

Many schools have reported difficulty in securing regular attendance and faithful service from the faculty.

No doubt, such delinquences are often due to methods followed in procuring the faculty. Perhaps they were told that they would not have much to do and led to believe that their work would not be so very important. Because of his eagerness to secure teachers and the fear of not getting them, the principal may not have made clear the nature of the work that would be required. Most people will give faithful service if they are properly informed as to their prospective duties and told definitely what will be expected of them.

At the close of the general meeting, make a special appeal for faithfulness and devotion. Speak of the necessity of every teacher being present every day unless providentially hindered, and show what effect absences will have on the school. Stress the importance of all workers, when providentially hindered, notifying the principal or the departmental superintendent of their expected absence at the earliest possible moment after learning that they cannot be present so that substitutes can be secured or adjustments made to take care of their work. After the talk, which should be brief, ask the faculty to covenant together in a vow. Read the vow to them slowly and earnestly. Make one or use or modify the one given here:

THE VOW

Believing that the Daily Vacation Bible School which we are to hold in our church can be made a great blessing to the children; and realizing that its success will depend on the fidelity, devotion and efficiency of its faculty, I therefore covenant with my fellow teachers and with God as follows:

1. *I will be present every day I have promised to serve unless prevented by reasons approved by a good conscience. If I have to be absent from my duties, I will notify my principal or departmental superintendent at the earliest possible moment after I learn that I will have to be absent.*

2. *I will do my best to be present each day at least fifteen minutes before the opening of the school, and as much earlier as possible.*

3. *I will give this work a prominent place in my life and will not let social activities interfere with the preparation of my work nor draw on my strength which should be reserved for the school.*

4. *I will take my work seriously and enter actively into all phases of the work where I am expected to participate.*

5. *I will do my best, by God's help, to make this school a success; and to this end I pledge my fellow workers my fullest co-operation and assure them of my intention to be physically, mentally and spiritually fit each day.*

It may be well to have the teachers commit themselves each time a new section of the vow is read. They may hold up a hand or stand. If a teacher cannot or will not take a vow approximately like the one here printed, she has no business teaching in the school; and it will be better off without her.

After the vow, call for brief voluntary prayers and close the general session with a prayer of dedication to the work and petitions for strength and wisdom to do it.

Even though the teachers may have read the vow while studying the book, or it may have been discussed at some earlier meeting, see to it that it is made this day.

After making the vow, the faculty should repair to the departmental faculty meetings.

The Departmental Faculty Meetings

Make a list of the things to be discussed or mentioned and check them off when they are considered.

Each department should have its own meeting for about an hour. The superintendent should preside. Each teacher should have a copy of the text-book she is to use in the department. See that each worker in the department understands thoroughly what her work is to be.

Have no general duties. Each worker should be responsible for certain specific duties. See that the secretary has her report cards; that the teachers understand about how to register the children. Be sure that the handwork teacher has her supplies for her work and that she and the helpers understand thoroughly how to make the handwork that will be made during the first week. Go over the programs for the week and check up on everything to see that all supplies are in hand and that all arrangements have been made. Have a period when the faculty may ask questions about anything they may

NAME OF PARENT MAY BE WRITTEN HERE:

Mark the pupils when absent, not when present, either by crossing or punching out the day of the week. No marks on the card at the close of the school indicate a perfect attendance record. If the school does not run all four weeks, cross out the unused weeks. At the close of the school turn the cards over to the principal or the pastor.

KEEP THE RECORDS ACCURATELY; REPORT EVERY DAY TO THE PRINCIPAL.

BACK OF REGISTRATION CARD

GIRL Check Here	DAILY VACATION BIBLE SCHOOL REGISTRATION CARD—Season 19.....	BOY Check Here
Name..... Age..... Last Birthday Month Day		
Address..... Phone..... (Give Street and No. or R. F. D.)		
Member of what church if any?.....		
Parents of what church? Mother.....; Father.....		
S. S. Attended.....; Day School.....		
What grade in Day School last term?..... (OVER)		
FIRST WEEK M. T. W. T. F.	SECOND WEEK M. T. W. T. F.	THIRD WEEK M. T. W. T. F.
FOURTH WEEK M. T. W. T. F.		

FIFTY CENTS PER HUNDRED

not understand. Give special attention to the first day's program. Go through the worship period. Have the story-teller tell her Monday story to the group. Appoint one of the helpers to be on hand Monday to care for the children of the department who may come early. Instruct her especially to keep her children out of the building; or, if permitted in the building for any reason, to see that they do not make a play house out of it. Decide how to form the children in line of march for the processional, and plan for the recess, the lunch and the drinking water. Do not leave things to chance. See that all is in readiness.

THE REGISTRATION SESSION

It is important that as many pupils as possible register before the opening day of the school. If a house-to-house canvass is made, many of the children can be registered in this way. They may be registered in the Sunday school departments and at Junior and Intermediate unions and Sunbeam bands before the preparation day, though this is perhaps not the best way. The best time is at the registration session on preparation day. Have announcements made at Sunday school on Sunday before the registration session the following Friday afternoon. Be sure that the children know the place and the hour. The probability is that not very many of them will be particularly interested in going down to the church simply to register. So along with the announcement about the registration, talk up the parade that is to follow.

If the registration session is announced for four o'clock, a few minutes before that time the faculty should by departments take their assigned places on the grounds or in the building. Each member of the faculty should have a supply of the registration cards and a pencil that will write clearly, and understand that every blank on the card is to be filled out fully and accurately.

As the children arrive, direct those from your own church to the proper departmental group. Special di-



PREPARATION DAY PARADE, FIRST BAPTIST CHURCH VACATION BIBLE SCHOOL,
BARNESVILLE, GEORGIA

rections will have to be given to the other children. Make clear to them the minimum and maximum ages for each department. See chapter five, *Who May Attend* and *How Should the Pupils be Graded and Classified*.

If properly worked up, perhaps eighty per cent of the children who will be present on Monday can be registered at the registration session. Then it will be comparatively easy to register the remaining children on Monday. See chapter seven, *The Opening Day*.

After registering a pupil, give him an advertising tag. Ask the children to wear the tags during the parade and Saturday and Sunday. Encourage them to talk up the school and solicit pupils among their friends.

THE PARADE

After the registration session is over, have a parade. In this day of the automobile, it is no trouble anywhere to secure an ample number of automobiles for it. However, securing automobiles should not be left to chance. Do not depend on volunteers who hold up their hands in church a week beforehand; a number of them will forget about it. Make a list of those who can perhaps furnish a car; divide the list among several dependable girls and have them call up their parties over the telephone on Thursday before the Friday parade and get their promise. Ask the girls to report the names of those who can serve. When the names are listed, if not enough cars are available, go after more. Stress the importance of the cars being present on time.

Decorate the cars. Put banners and streamers on them with notices about the school. Take portable blackboards and put them on the running boards of the automobiles. Have the United States and Christian flags in the leading car. The pastor should be in this car and direct the route of the parade.

Have the children bring horns, bells, whistles and other noise-making instruments. Tell them to use them to their hearts' content and yell like they were at a football or a baseball game. It will be no trouble to get

plenty of action. The children will thoroughly enjoy the parade; and even in the cities, the people will come to the fronts of the stores and stand on the streets to watch the parade go by. In the residential districts, mothers will leave their work and go to the front windows to see what the noise is all about, and children will drop their playthings in the back yards and race around to the sidewalks to gratify their curiosity. While gratifying it, they will learn about the Vacation school that is to start in their neighborhood Monday. Thus in every way the school will be advertised and the church profited.

The parade should last at least a half hour. If the business section is anywhere in the neighborhood of the church, by all means give it a good opportunity to see the parade. Then ride through the residential sections where it is desired to advertise the school. The parade, besides advertising the school, will give the children their first outing and greatly stimulate their interest in and enthusiasm for the school.

The proper advertising of the registration session and the automobile parade at Sunday school will bring the children out; and the preparation-day program of faculty meetings, the registration session and the parade will get everything in fine shape for the first day of school.



DAILY VACATION BIBLE SCHOOL IN A GOOD WILL CENTER

CHAPTER FIVE

THE ORGANIZATION OF THE DAILY VACATION BIBLE SCHOOL

SECTION ONE

IT SHOULD BE DEPARTMENTAL

The Daily Vacation Bible School should be departmentalized for the very same reasons that have led to departmental Sunday schools—convenience, congeniality of the pupils and efficiency. In the earlier days of the Vacation school movement, often the school had only two divisions—beginner or kindergarten and the rest of the school. These schools accomplished a great deal of good, even as did the undepartmentalized, ungraded Sunday schools of an earlier day; but in all the later literature on the subject, practically no provision is made for the undepartmentalized school. The principal and the departmental superintendents should read or re-read chapters two, three, four and five, division two, of Flake's "The Department Sunday School,"—a discussion of the Beginner, Primary, Junior, and Intermediate departments.

Perhaps one asks if the school should be departmentalized in a one-room building. The answer is, Yes. Eliminate the Beginner and Intermediate departments; stretch a curtain across the room, and put the Primary department in one end and the Junior in the other; conduct a joint worship program, and then have the rest of the work separately. When the Primary children are at recess, the Juniors may have their music period. The Primaries may have their music when the Juniors take recess.

The Beginners may be cared for, however, by having the Beginner department of the school a month earlier than the other departments. They can meet with their teachers before the public school closes. For other reasons one school did this very successfully and had a commencement program for the department before the others began work. It was so successful all the way around that the school decided that the Beginners shall do their four weeks of work each year before the opening of the main school.

Another way to solve the difficulty is to take one or two departments to neighboring available buildings; or, if the weather is good and the church yard permits, have one or more departments in the yard with curtains about each group.

HOW MANY DEPARTMENTS SHOULD THERE BE?

There should be four departments—Beginner, Primary, Junior and Intermediate. Some schools may want to have a Young People's department and teach the Convention Normal Course teacher-training text-books. If they do, they should consider the following suggestions:

First, the class should not be taught by the principal of the school. He will have his hands full looking after the joint Junior-Intermediate period each day, the hand-work of the Junior and Intermediate boys, and the general administration of the school.

Second, this class should not in any way whatever interfere with getting the faculty for the school. Many of these young people will be needed as teachers and helpers. They will learn more working in the departments than they can possibly learn studying a text-book. If enough young people are available for the class after the faculty shall have been fully manned and a teacher not needed in the faculty can be secured for them, it may be well to go ahead with this special phase of work.

Third, it should never be forgotten that the main purpose of the school is to reach the boys and girls. Any interest in teacher training should be secondary.

WHEN SHOULD THE DEPARTMENTS BE DIVIDED?

While the Daily Vacation Bible School is divided into departments as in the Sunday school, *there are no classes in the departments*. The department is taught as a group and not by classes. Only one set of programs is used to a department. All the pupils, regardless of age, do the same thing at the same time. For example, when the Bible story for the day is told, it is told by the storyteller to the entire group; when the music lesson is taught, it also is taught to the group. Since, then, there are no classes, the number of departments will depend on the number of children that can be successfully taught by the group method in a department. Experienced teachers can handle larger groups than those not so experienced.

If there are more than about forty Beginners, it will perhaps be well to divide the department. The Primary department should be divided if there are more than about sixty; and the Junior if there are more than seventy or eighty pupils. The Intermediate department will not often need division.

HOW SHOULD THE DEPARTMENTS BE DIVIDED?

If it is necessary to divide a department, put the younger pupils in one group and the older in another. In the Primary department, the six and seven-year old children may be put in division A; and the eight-year-old children in division B. However, the division here may be to put the last two years in one group, and the first in the other. It will depend on the number of children in the various ages; divide so as to get as nearly as possible the same number of children in each group.

Put the nine and ten-year-old Juniors in division A; the eleven and twelve-year-old children in division B. In very large schools there may be a division for each year.

Whenever it is necessary to divide a department, be sure to have exactly the same work done each day in each of the divisions. Use the same text-book to keep the divisions together and make it easy to change teachers and substitutes from one division to another as needed. If the attendance drops off, the divisions can be easily consolidated.

If there are two or more divisions of any department, all the teachers of the several divisions may come together for the daily departmental faculty meeting. The superintendent of the department should preside. If each division has its own daily faculty meeting, the assistant superintendent in charge of the division should preside.

WHERE SHOULD THE DEPARTMENTS BE LOCATED?

Ordinarily, each department of the Vacation school should use the quarters of the corresponding department of the Sunday school; but when departments have to be divided in the Vacation school, readjustments must be made. Usually, division B of the Junior department takes over the Intermediate departmental room; and the Intermediates, since their type of work is different from that of the other departments, go into an adult classroom or to some other large room in the building. Each school will have to work out these details in accordance with the conditions that exist in its own building.

WHO MAY ATTEND?

The Vacation school should be operated primarily for the children of the public school and those who will soon be in the public school. Therefore, it should usually be restricted to these ages.

WHAT AGE LIMITS?

An age limit should be clearly defined for the Beginner department. Some schools have not admitted children unless they were five by the day the school opened. Others have admitted them if they became five while the school was in session. Perhaps the best plan to follow is to admit no children who are not *bona fide* members of the Beginner department of the Sunday school or were not eligible to enter it on the last promotion day before the Vacation school. In other words, do not admit Cradle Roll children. Do not say that children over four can be admitted; for a number of Cradle Roll children will have become four since last promotion day, but will not go into the Beginner department until promotion day following the Vacation school.

Whatever rule is made, *stick to it*. If suggestion one is adopted, do not admit a child who will be five on the second day of the school. If he is admitted, another parent will want to enter a child who will be five on the fourth day; another on the eighth day; another still on the fifteenth day; and last of all, one on the nineteenth day. All the parents will want to get their little ones in; and, if the rule is once violated, some parent will get her feelings hurt when in desperation the rule is drawn on her child. It is a fine psychological situation to have parents begging a church to admit their little children into its activities.

The reason for adopting such a rule is that, if it is not done, children as young as three and even two years old will be sent. The department will become a nursery, much to the delight of some mothers. Furthermore, the Beginner develops so rapidly that if more than *bona fide* Beginners are admitted, it will become very difficult for the teachers to do effective work.

Possible Exceptions: A mother teaching in the school may have a Cradle Roll child which, if not admitted, will keep her from teaching. A Primary, Junior or Inter-

mediate pupil may have a Cradle Roll brother or sister for whom she must care and cannot attend the school unless the little one is received.

No upper age limit is needed. Open the school to all Intermediates. In many places most third and fourth-year Intermediate boys have summer "jobs." Frequently, it is necessary to use some of the most promising fourth-year Intermediate girls as helpers in the Beginner and Primary departments. Never use them in the Junior department if it can be avoided.

WHAT CHILDREN?

Frequently, schools have more children wishing to attend than can be accommodated, especially when only one church in a community is putting on a school. Another suggestion that cannot be too strongly emphasized is, *do not admit more children than can be efficiently taught*. A church's first duty is to its own children. Its next duty is to the children of the community not in any Sunday school. Its last duty is to the children of other churches. If the attendance has to be limited, admit pupils as follows:

First, those from the church and Sunday school.

Second, those from no church and Sunday school.

Third, those from other churches and Sunday schools.

It is a pity for any church to have to deny admittance to any who ask for its ministrations. However, it is a fine psychosocial situation for a church to be in when it is running over with children and unable to care for those who come to it so that it has to say to them, "We are sorry we cannot take you. We are full to overflowing already. The best we can do is to put you on our waiting list."

All who consider the matter will realize the danger of admitting more children than can be comfortably accommodated and taught. If this danger is disregarded and the school crowded, the children grow restless and unruly; discipline becomes difficult; the teachers have an unnecessary strain put on their strength and "nerves."

Many of the children lose interest and drop out. The dwindling attendance makes it appear that the school is a failure. The children who remain do not get from the school the blessings that they should.

One who has not had experience in Vacation schools may wonder why such suggestions as these have to be made. The answer is that he has not had experience. The author knows of one school that crowded about four hundred children into quarters where about two hundred ought to have been, and with distressing results.

Therefore, the principal should as one of his preliminary duties count up the number of children that can be efficiently accommodated in each department, advertise the number that can be taken and announce that when the number advertised is reached no more children will be admitted in that department except as vacancies may occur. That is, he should do this if his accommodations are limited and it appears that he may be crowded.

A Supposed Difficulty. In admitting children to a Vacation school some churches have found that if they admitted children from no Sunday school, especially in large number from underprivileged children of the neighborhood, their own children would not attend in large numbers. They have therefore made the school minister to the unchurched rather than to their own children.

What is the way out of this difficulty? The situation may be due to an unchristian class spirit imparted to the children by their parents. If so, it will be difficult to blend the two groups into one school. Under such conditions have two schools, if possible—the first one for the children of the church, and the second for the underprivileged children. If there can be only one school, have it for the children of the church.

It is possible, however, that this difficulty may be largely imaginary. The children from the two groups often attend the same public school. Why should they not attend the same Vacation school? Granting that there is a difficulty, will not the Christlike thing be to face it, plan to overcome it and make the Vacation school in a year or two bring about a new feeling upon the

part of the children of the church towards the unchurched and often underprivileged children in the neighborhood of the church?

HOW SHOULD THE PUPILS BE GRADED OR CLASSIFIED?

The same methods of grading used in the Sunday school should be strictly followed. The children who attend from the Sunday school of the church will know where to go. Those from other schools, where a different method of grading may be used, and from no Sunday school, will have to be told where to go.

Have registration cards completely filled out. If a child gets into the wrong department, send him at once where he ought to be. Remember that it has been nine months since Sunday school promotion day and that there are nine-year-old children in the Primary and thirteen-year-old children in the Junior department of the Sunday school who will not be promoted till next promotion day. To classify doubtful pupils put them where they would be put in Sunday school if they should enter while the Vacation school is in progress. To have pupils in one department in the Vacation school and another department in the Sunday school will cause both confusion and trouble.

THE CURRICULUM AND THE TEXT-BOOKS

With reference to the building of the curriculum of the Daily Vacation Bible School, the following paragraph from Dr. George H. Bett's "New Program of Religious Education," is most suggestive:

"Certain principles which grow out of the needs of the child himself are clear with reference to the program of the Vacation school. First, this is a Vacation school and must, therefore, be different from the regular school of the work-time year. Second, the fourfold nature of the child must be ministered to: (1) The physical, in its health, cleanliness, purity and general well being; (2)

the mental, in its requirement for interesting fact, discovery, thoughtful learning; (3) the social, with its comradeship, service, recreation, fun; (4) the spiritual, with its growth in religious knowledge and understanding, its training in worship, its carrying instruction over into character through expressional activities and practical projects of helpfulness and co-operation. All four of these needs should be represented in the curriculum."

The curriculum of the Vacation school must be built up in constant remembrance of the fact that it is to be utilized during the public school vacation time of the child; that his attendance will be voluntary; and that if what shall be offered him does not appeal to him, he will not attend the school. It must not be forgotten that, owing to the hot weather and often to inadequate equipment, the pupils will be more inclined to restlessness than in the public school. Furthermore, the teachers, for the most part volunteers and nonprofessionals, may not be as effective in handling the children as the public school teachers. This means that there must be a good deal of variety in the programs in every department below the Intermediate, and that there must be frequent changes in the activities of the pupils.

Twenty-five years of experimentation have determined the elements of the program that have a general appeal to children, and the approximate amount of time that should be given to each element. Formerly, publication houses gave only outlines of programs with suggested sources of material for the teachers, and left the working out of the program and its proper balancing largely to the teachers themselves. This was defective for two reasons: First, even though a teacher is sufficiently able and experienced to do it, she can better utilize her time in using the program a specialist has prepared. Second, if she is inexperienced, it is practically impossible for her to work up her own programs.

The work for the teachers, heavy enough at best, should be made as light as possible; for it must not be forgotten that it is "the good old summer time" with its call to take life easily.

The Sunday School Board, therefore, has published a series of twelve graded and correlated Vacation school text-books—two Beginner, three Primary, four Junior, and three Intermediate—not only that the teachers may have effective teaching material at hand, but also that the pupil, as he is promoted from year to year from the first year of the Beginner department to the last year of the Intermediate department, may get maximum results from his attendance and at the end of his Vacation school days have something in the way of both knowledge and train-



D.V.B.S., FIRST BAPTIST CHURCH, CARROLLTON, MISSOURI

ing he never would have got elsewhere in the educational work of his church.

These books are known as the "Southern Baptist Convention Series of Daily Vacation Bible School Textbooks." They are nine by twelve inches in size, printed in large type on splendid book paper of medium weight, bound with the very best grade of flexible cardboard to facilitate ease of handling, and so sewed that they will open perfectly flat at any page.

They have an average of about fifteen pages of reading matter in the introductory chapters—the equivalent of about sixty pages in the average-sized book—to help the teachers do their work more efficiently. Each book has twenty complete daily programs—the Beginner books for two and one-half-hour, and the other books for three-hour sessions. Each book also carries appendices of games, music and handwork patterns and such other supplementary material as may be needed in connection with the day's work. It is not necessary for a teacher to have to purchase five or six books in order to assemble her program; it is all assembled for her, and full directions given how to use it.

No expense has been spared to make these books mechanically perfect. Every effort has been made to secure skilled writers to write the lesson programs and collaborate with the general editor of the series in the introductory chapters and the appendices. The use of the series will guarantee not only graded material with the twenty lessons properly correlated with reference to one another, but also that the correlation will extend from one year to another in the departments, and from one department to another in the school.

In view of this fact, it is doubtless unnecessary to warn pastors, principals and other Vacation school workers against selecting material haphazardly, or quickly preparing something of their own. There can be no quicker way to discredit the whole Vacation school movement than to turn the teachers loose to their own curricula devices with the helpless children as the material upon which to try out their theories.

THE CONTENTS OF THE CURRICULUM

No effort is made to grade the material in the several books written for any one department. Each book is written from the viewpoint of the department as a whole, and not with reference to either first, second, third or fourth-year children. This course is followed because the teaching is done by departments and not by classes. For example, four books are needed for the Junior department so that a Junior will have a different course of lessons each year as he passes through the Junior department. When the department shall have made the cycle of four books and gone back again to the first book in the series, the Junior in question will have gone on to the Intermediate department.

As there are four weeks of the school, it is feasible to build up in most of the text-books a correlated series of weekly themes, one theme a week. During the week the worship period, the Bible story, the character stories, the music, the memory work and drills, the notebook work and other expressional activities, and, as much as possible, the games and handwork are all wrought into one united program to emphasize the theme. Thus not only for three hours in one day, but for five successive days, or fifteen hours, the children of the department are in the atmosphere of the theme. All teaching aims are centered in so presenting the theme as to translate it into an abiding element in the character of the pupils. The most skilful teachers can find full play for their skill in handling these themes. The use of the text-books, while helping the school, will not handicap them.

As there are four departments with each department using its own text-book, four themes are presented each week. A pupil in passing through the twelve years of the Vacation school will therefore live forty-eight school weeks in the atmosphere of forty-eight themes or their equivalent built into a graded, correlated program of instruction.

SUNDAY SCHOOL BOARD D.V.B.S. TEXT-BOOKS

The Sunday School Board published "Beginner—Book One," "Primary—Book One," and "Junior—Book One" in the spring of 1925. It published "Beginner—Book Two," "Primary—Book Two," "Junior—Book Two," and "Intermediate—Book Two" in the spring of 1926; "Primary—Book Three" and "Junior—Book Three" in the spring of 1927; and "Junior—Book Four," "Intermediate—Book One," and "Intermediate—Book Three" in the early months of 1928.

These twelve text-books, with "The Daily Vacation Bible School Guide," the "Principal's D.V.B.S. Book," and method books on story-telling, dramatization, handwork, projects, music and related activities constitute the Board's Daily Vacation Bible School study-course books.

The Beginner Text-books

Beginner—Book One. The four weekly themes are God's Care, Obedience, Learning About Jesus, and Kindness.

Beginner—Book Two. The four weekly themes are God's Love, Helpfulness, Learning About Jesus, and Gratitude.

A carefully selected Bible story is chosen four days each week, each bearing on the weekly theme. Friday is review day when the children hear the stories retold and retell them themselves. The music, the expressional activities, and, as far as possible, the handwork are all developed so as to keep the theme for the week constantly before the children. This method is closely followed throughout the Primary text-books and the first two Junior books.

The Primary Text-books

Primary—Book One. The weekly themes are God's Wonderful Book, The Bible Tells of Jesus, Learning to

Obeys, Learning to be Kind. It will be noted that two of the themes are also in "Beginner—Book One." But two years have passed; new stories are used and new approaches made. It is well for a Beginner, when he has become a Primary, to think again about obedience and kindness.

Primary—Book Two. The four themes are Learning to be Courteous, Learning to be Truthful, Learning to be Helpful, Learning to be Reverent. One theme in this book is the same as in "Beginner—Book Two," but again two years have intervened. This is the first volume in the series that has not a week devoted specifically to stories about the Lord Jesus; but here such stories are built into all the themes.

Primary—Book Three. The four themes are Pleasing God with Praise and Prayer, Pleasing God with Loving Gifts, Pleasing God with Loving Deeds, and Pleasing God by Telling Others.

The titles of the three Primary books in order are,—
"God's Wonderful Book," "Learning Life's Lessons," and
"Learning to Please God."

The Junior Text-books

Junior—Book One. The title of this volume might be called "Junior Assets—Opportunity, Time, Influence, Money." It is a volume on stewardship for Juniors in which five programs, a week's work, are built around each asset. Bible stories are selected that tell of biblical characters who were good stewards of opportunity, time, influence and money. A second story is given daily to show how some modern Christian has made a good use of the asset being studied. The sword or Bible drills, the memory work, the notebook work and other expressional activities are built into a program designed to help the Juniors themselves be good stewards of their opportunity, time, influence and money.

Junior—Book Two. The volume, "Stories of Jesus," contains twenty stories from the life of Jesus. They are grouped by weeks as follows:

First week—The Childhood and Youth of Jesus.

Second week—The Early Days of Jesus' Public Life.

Third week—Jesus in the Midst of his Great Work.

Fourth week—Jesus' Last Days on Earth.

The aim of the course is to present the facts of the earthly life of our Lord in such a way, "that boys and girls will accept him as their great hero, friend and Saviour, and live in their homes, in their schools, in their churches, in their work, and in their play the 'Jesus way of living.' All the way through emphasis is placed on doing and living the Jesus way."

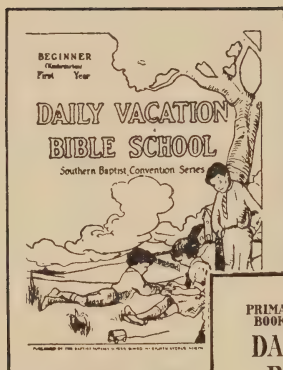
Junior—Book Three. (See "Junior—Book Four.")

Junior—Book Four. "Junior—Book Three" and "Junior—Book Four" are called "Marching Through the Old Testament." In these two volumes all of the projects are worked out in connection with the stories of the patriarchs, kings, prophets and other characters. All memory work, sword or Bible drills, projects and other expressional activities are related to the courses so as to give them the unity that characterizes the other volumes of the series. The purpose of these two volumes is to teach the pupils the key characters of the Old Testament and the part they played in the history of the Chosen People; to let them see the continuity of Old Testament history and something of God's progressive revelation; and to make the Old Testament a vital book that they should love and read.

In all Junior text-books, provisions are made for frequent use of the reference passages in the Bible and the concordance so that the pupils may learn how to run references and use the concordance. Bible dictionaries and other helpful books are also introduced. As a rule, Juniors do not know much about references, concordances, Bible dictionaries and the like. Their use in Vacation schools is a most popular feature.

The Intermediate Text-books

The three Intermediate text-books form a trilogy and carry the pupils successively through Mark, Acts and the letters of Paul. The pupil who takes the two Old



COVER DESIGNS SUNDAY SCHOOL BOARD D.V.B.S.
DEPARTMENTAL TEXT-BOOKS

Testament courses and the life of Christ in the Junior department and then studies through the three Intermediate courses gets a unique and valuable cycle of biblical study.

Intermediate—Book One. During the school the pupils, using the chapter-summary method of reading, study through the Gospel of Mark. They name each chapter after a class reading of it, select what the majority think the best verse and memorize it, learn in order the events of the chapter, decide what great truths the chapter teaches about Christ, and then determine what the chapter teaches they ought to do in their own lives. There are departmental discussions and notebook work bearing on all these points; often a Bible story in connection with the chapter, and, when possible, a story to show how some modern Christian has exemplified in his life the main teaching of the chapter. The conversations, the memory work and the Bible or sword drills are all related to the Gospel. When the school closes, the pupils should have completed the book and be able to narrate the events in their chapter-by-chapter order and name the miracles and parables and tell about them. It is hoped that they will have come into such vital contact with Christ as the Power of God that they will admire, adore, believe, worship and obey. The title of the volume is "Studies in Mark."

Intermediate—Book Two. Continuing the method used in "Intermediate—Book One," the pupils read and study through the Acts. The same general plans and methods are followed so that the pupils may master Acts as they mastered Mark the previous year. The title is "Studies in Acts."

Intermediate—Book Three. Book three, very similar to the other Intermediate books, deals with the letters of Paul. The title is "Studies in Paul's Letters."

The three Intermediate text-books form a cycle that takes the pupils chapter by chapter through Mark and Acts and then into an intimate study of Paul's letters. It is a type of work that cannot possibly be done in the

Sunday school or the B.Y.P.U., introducing the pupils to the study of the New Testament by books rather than by verse and chapters. It makes a strong appeal to adolescent pupils.

A STANDARD SCHOOL

THE STANDARD

	<i>Points Allowed</i>	<i>Points Made</i>
1. Church Control	50	
2. Length of Term	150	
3. Number of Departments	100	
4. Faculty	100	
5. Faculty Training	200	
6. Attendance	200	
7. Records	100	
8. Text-books	100	
Total Number of Points	1,000	

Class A schools: those who make 900 or more points.

Class B schools: those who make from 800 to 899 points.

Class C schools: those who make from 700 to 799 points.

Class D schools: those who make from 600 to 699 points.

Class E schools: those who make less than 600 points.

WHY HAVE A STANDARD?

If the Daily Vacation Bible School is to render the greatest service and produce the largest dividends on the time, labor and money invested in it, there must be a standard by which to measure it. Teachers and workers in Southern Baptist Sunday schools and Baptist Young People's Unions are familiar with the class, departmental and general standards of those organizations. Instead of having A-1 and AA-1 standards, the Daily Vacation Bible School Department puts all schools into one of five general groups. A standard Daily Vacation Bible school can make a maximum of 1,000 points on the standard. It will classify itself according to the number of points it attains.

The teachers should have the standard before them both before and during their school. They should try to make as many points as possible, not simply to make points, but because the making of the points assures that certain things have been done that will help to make the school a better school.

Space is provided in the annual report form for the principal to indicate the number of points made in each section of the standard and to record the total number of points made. In this way, each school determines its own classification. The "Principal's D.V.B.S. Book" has three pages devoted to the standard which help the principal very much in checking up on faculty training.

THE STANDARD EXPLAINED

1. *Church Control—50 Points*

The church should authorize the school, make provision for the cost of the school, and elect the principal and instruct him to secure a faculty. No points are allowed unless the church takes official action. The church may decide how the finances may be raised and it may delegate the running of the school to some other church agency, although it is hoped that this will not be done.

2. *Length of Term—150 Points*

If the school runs twenty days, count 150 points; if fifteen days, 100 points; if ten days, 75 points; if five days, 50 points.

The length of the daily programs should be two and one-half hours for the Beginner department and three hours for the other departments.

3. *Number of Departments—100 Points*

Count 100 points for four departments; 75 points for three; 50 points for two; 25 points for one department. The departments should be graded exactly according to the Sunday school standards.

4. *Faculty—100 Points*

Count 12 points for the principal; count 12 points for each departmental superintendent; count 5 points for each teacher up to four teachers; count 20 points if the school has a helper to an average of every eight children or less in the Beginner, Primary and Junior departments (the Intermediates need no helpers); but count only 10 points if instead of a helper to an average of every eight children or less there is one to an average of every nine children or more up to and including twelve. If there are more than an average of twelve children to a helper, count 0 points. Some schools will need more than four teachers in addition to the superintendents, but only four are considered in the standard.

5. *Faculty Training—200 Points*

The credits for faculty training may seem intricate, but they are not. Pages 23 and 25 of the "Principal's D.V.B.S. Book" have tables that greatly facilitate checking up on faculty training.

Count 5 points for each principal and superintendent who has the Sunday School Normal Diploma.

Count 5 points for each principal and superintendent who has seal 5 on the Sunday School Normal Diploma.

Count 10 points for each principal and superintendent who has the Daily Vacation Bible School Certificate.

Count 1 point for each principal and superintendent who has D.V.B.S. Certificate seal 3; count 1 point similarly for each of the other D.V.B.S. Certificate seals—4, 6, 7 and 8.

Count 5 points for each teacher up to four teachers who has the Daily Vacation Bible School Certificate.

Count 20 points if four general faculty meetings are held before preparation day; if less than four, count 5 points for each meeting.

Count 3 points for each department that has one departmental faculty meeting before preparation day; but if it has two departmental meetings, give it 5 points.

Count 15 points if all four parts of preparation day are carried out. If the full program is not carried out,

count three points for the general faculty meeting; one-half point for each departmental faculty meeting; 5 points for the registration session; 5 points for the advertising parade.

6. Attendance—200 Points

Count 200 points if the average daily attendance of the school, including pupils and faculty, is 85% or more.

Count 150 points if the average is from 70 to 84%.

Count 100 points if the average is from 60 to 69%.

Count 75 points if the average is from 50 to 59%.

Count 50 points if the average is from 40 to 49%.

Count 25 points if the average is from 30 to 39%.

Count 0 points if the average is less than 30%.

7. Records—100 Points

Count 50 points if the Sunday School Board registration cards are used; count 50 additional points if the principal, after the close of his school, promptly sends two copies of his annual report to the State Baptist D.V.B.S. or Sunday school secretary of his state.

8. Text-books—100 Points

Count 25 points for each department that uses one of the Sunday School Board departmental D.V.B.S. text-books for its daily programs.

There is no requirement in the standard as to the number of text-books that shall be used in each department. However, it is very important that the superintendent and each of her teachers should have her own copy of the departmental text-book, and that each teacher should have a copy of some general book dealing with the subject she is teaching. The principal also should have one of each departmental text-books being used so that he may know what is being taught in each department and be the more able to unify the entire program of the school.



THIS CERTIFICATE IS AWARDED TO



FOR SERVICE RENDERED AS A WORKER IN THE

Daily Vacation Bible School

OF THE _____ CHURCH OF _____

FROM _____ TILL _____, 19____

POSITION _____ PRINCIPAL _____

“WOMEN SHALL RECEIVE ONE
SUCH LITTLE CHILD IN A.Y.
NAME RESPECTFULLY.”
MATTHEW 18: 5

DAYS OF SERVICE _____ PASTOR _____

TEACHER'S RECOGNITION CERTIFICATE—50 CENTS PER DOZEN

CHAPTER SIX

THE ORGANIZATION OF THE DAILY VACATION BIBLE SCHOOL

SECTION TWO

THE FACULTY

COMPOSITION OF THE FACULTY

The faculty of a Daily Vacation Bible School, *since it has no classes but departments only*, does not have to be as large as the Sunday school faculty. A staff of ten or twelve teachers and general officers is sufficient for a school of some two hundred children. The remainder of the faculty, if necessary, can be made up of those who have had but little or no teaching experience.

The different officers who constitute the faculty of the Vacation school are—

1. Pastor
2. Principal
3. Assistant to the principal
4. Departmental superintendents
5. Assistant departmental superintendents
6. Teachers
7. Helpers or assistants.

That looks like a formidable list, but it isn't. The departmental superintendent is usually one of the teachers in the department, and the assistant superintendent is another. As about three teachers usually are required for a department, only one is left in each department to be designated as a teacher.

QUALIFICATIONS OF THE FACULTY

A Vacation school faculty should be selected with all the care of a Sunday school faculty. The requirements should be as high and of practically the same nature. The principal should not take anybody he can get for fear he will not be able to secure a faculty at all. If the pastor will make proper preparations in advance of the selection of the faculty, he can almost certainly secure good workers.

In a Vacation school, much of its value to the pupils will be from their contacts with the teachers. Here in a large way fellowship and association count. It will be hard to teach good habits or impart the desired moral and spiritual qualities to the children, if these traits are not evident in the lives of the teachers. In the Vacation school we not only teach the Bible; we also teach the children how to live in daily life what the Bible teaches. The truths of the Bible must get into their hearts as well as their heads. Therefore, action counts for much. Expressional activities are stressed. The teachers must be patterns and able to say to the children what Paul said to Timothy, "Those things which ye have both learned, and received, and heard, and seen in me, do." (Phil. 4: 9.)

1. *The teachers should be physically fit.* The work is rather strenuous, especially to teachers not accustomed to teaching children three hours a day. The weather is usually hot and sometimes sultry. High-strung, nervous, irritable, dyspeptic people make poor teachers of children. Not only should the teachers be physically fit; they should keep physically fit. They must be willing to turn aside for a month from all social activities which will tax their strength and consume their time. They should for the children's sake be careful about their diet and get plenty of sleep.

2. *The teachers should be mentally fit.* The more teaching experience and training the teachers have had, the better will be the school. Churches that have stressed teacher-training work and built up good departmental Sunday schools will usually have better Vacation schools,

and with less effort, than other churches. The principal should select teachers with as good technical training as he can get. The D.V.B.S. teacher's certificate emphasizes training by giving seal two for the possession of the Sunday School Normal Diploma and seal five for the Sunday school departmental book.

Teachers should be selected who are willing to study and prepare for the work. Expert Sunday school teachers have a good many things to learn to become successful Vacation school teachers. Methods are largely the same; but the environment is different. The methods must be adjusted to the environment. Teachers who have had past Vacation school experience are acceptable, provided they are willing to keep on studying and learning and will not insist on doing everything the way they did it in a Vacation school somewhere several years ago.

3. *The teachers should be spiritually fit.* A strong, vital Christian character counts most of all. Technical training is fine, but a Christlike character is finer. Of course, the two qualifications are frequently found in the same person. Preferably, the teachers should be members of the church promoting the school; for one of the great blessings of a Vacation school to a church is the training it gives teachers for other phases of its educational work. Do not engage worldly-minded Christians. Light-headed, giddy, dancing, worldly young women are a handicap in every way. The teachers should love the Lord, the Bible and the children and consider teaching in the school a real opportunity to serve. Of course, teachers who are lovable, sympathetic, cheerful, co-operative, and able to be real chums with the boys and girls without any evidence of condescension are greatly to be desired. Avoid those who are prone to scold and find fault and whose nerves are constantly on edge because of the children's vitality expressing itself in ways common to all normal children. A Junior department in a Vacation school was reduced almost fifty per cent over the previous year because the superintendent the second year was so stern, unsympathetic and dictatorial. The children dearly loved the Vacation



Faculty of 1927 D.V.B.S., Cliff Temple Baptist Church, Dallas, Texas. The faculty, including substitutes, numbered 108. The average daily attendance for a 20-day school was 86. All teachers were volunteers. All but two were members of the Cliff Temple Church.

school; but they did not love it enough to spend three hours daily in a fussy, dictatorial atmosphere.

The technical requirements for the principal, the superintendents and the teachers should be more rigid than for the helpers. In choosing helpers from among the young people, however, do not lower the spiritual qualifications. The helpers bear a vital relation to the pupils and should be spiritually fit for their positions.

SALARY OF THE FACULTY

About eighty per cent of the Vacation school teachers of the world are volunteers; about twenty per cent are paid. Some authorities advocate paid teachers on the grounds of efficiency. Certainly, the schools ought to be as efficient as possible. But there are other standards of efficiency than the mere teaching process. The school is a part of the educational program of the church. It is only a unit in the work. It must be appraised by its total contributions to the life of the church.

It is seriously to be questioned if paying teachers, unless absolutely necessary, is advisable. The whole method of promotion outlined in this volume with its appeal to the members of the church to sacrificial, unselfish service in behalf of the children, if properly carried out, will evoke a spirit of loyalty and devotion on the part of the membership that will deepen the spiritual life of the church and build up that intangible something we call church atmosphere or spirit. The churches have entirely too few duties for the millions who constitute their membership. The calls made upon members are too exclusively in terms of money. Furthermore, there are many who can give time and effort who cannot give much money. The fewer professionals and the more amateurs a church can have in its organized activities, the better; and this is no reflection at all on the many noble spirits who give themselves entirely to spiritual ministries while being supported by the gifts of others.

Of course, the question of salaries does not apply to any paid workers on the regular staff of the church. Their salaries are already provided and should not be charged against the Vacation school.

Sometimes a church, from necessity, must pay teachers. With reference to this it may be said, pay as few as possible—the principal and the departmental superintendents. The salary paid a departmental superintendent is usually nominal. Some schools call payments to a worker a salary when they are only legitimate expenses. For instance, if a young woman teaching in the public school stays over for a month or six weeks, it is nothing but proper that the church should pay her board and take care of her expenses incident to the work. If that is all that is paid, there is no salary at all. Perhaps a mother cannot teach unless a servant is secured to attend to some home duties. If the church gives the mother five dollars a week, for example, to employ the servant, it is not paying her a salary; it is only taking care of expenses to which she is put in order to teach in the school. In the same way, the payment of street-car fares or the furnishing of a midday meal incident to teaching is not paying a salary. Therefore, schools should be careful to make this distinction. Certainly, they should take care of all extra expenses any teacher or helper incurs in order to teach in the school; but they should not think of the money thus paid out as salaries.

We think of a salary in concrete terms; it usually means money. We forget that people can be paid in other ways than in money—in intangible realities that money cannot buy. The Vacation school teacher may give of her time and her strength. She may in addition put money into it as some have been known to do. Her body may be weary and her nerves taut; but, if into the school she puts her best, even though not one cent of salary may be hers, yet she will be richly paid. She will have a merry heart as she plays with the happy children—children who will pay her with their love in a hundred dear ways that not bankers but only chil-

dren know. She will become richer in the friendships formed and in the affections of the parents to whose children she ministers. She will have the approval of a good conscience. She will love her church with a deeper ardor. She will have more strength to resist temptation and more power to do good. She will have more of the spirit of Christ and be able to fellowship with him in a way not known before. She will have treasured up in her heart incidents and experiences that will stay with her through the years to become golden memories. She will have the consciousness of having ministered to those whom Jesus loved and bade come to him, of having done it in his name and for his sake. What richer pay could one ever hope to receive than did a departmental Sunday school superintendent who became the departmental superintendent in the first Vacation school held in her church and wrote about her experience to a friend? Said she:

Dear "Lady-Love":

You may not be able to read this, as I am lying flat on my back in bed. No, I am not really ill, but have not been well for more than a week. This morning during recess I played too hard with my little folks, became over-heated and fainted. I am keeping very quiet, for I must go on through next week. There are six little Catholics who have not missed a day. They are so interested. I have asked God every day to help me do and say the things that would make the best and most lasting impressions on their little hearts and lives.

There is also a little boy, who is not just normal, who has been helped so much. His mother, from a lovely family, married a soldier boy of whom she knew nothing. He was terribly diseased and in less than a year, deserted her. "Billy" is the result. Slightly crippled, almost blind and partially deaf, I could not get him really interested at first. His mother works and he is left all day in the care of a negro nurse. He was sullen, impudent, stubborn. But this week the stories of Jesus have caught and held his attention in a marvelous way; especially

the one to-day—"Jesus' Love for Little Children." After the closing period he came to my table and asked: "Mrs. ——— is there a 'sho nuff' good man like that?"

"Yes, Billy."

"Well, I want you to take me to see him to-day."

I forgot I was sick. I took him on my lap and told him the story as simply as I could.

"But, do I have to be put in a black hole and covered up with dirt, Mrs. ———? Nurse says they do that to bad little boys. I don't want to be put in no black hole."

I put my arms around him and told him the story of the cocoon. His little face brightened. "Can I see good? Will my legs be big like other boys? Will my neck be straight?" We had a glorious half hour; he kissed me good-bye and said, "I'll be back to-morrow. Will you tell me some more stories about Jesus?"

SELECTION OF THE FACULTY

General Remarks

Since the school should be departmental, the faculty should be departmental also. Each departmental superintendent should have her own staff of teachers. In that way she can build up her schedule without having to give any attention whatever to the schedule of another department. Some schools have thought it better to secure expert teachers to go from one department to another to teach their particular work. Where this is done, the programs frequently get disorganized. The children, having finished a certain part of the program, have to wait for the teacher to show up.

Another objection to this is that it prevents the development of teachers. It is better to be developing three experts for work in a church than to have one expert. It must never be forgotten that one of the great values of a Vacation school to a church is the wonderful training school it offers for developing teachers and workers for the Sunday school.



FACULTY OF THE SEMINARY HILL BAPTIST DAILY VACATION
BIBLE SCHOOL, SEMINARY HILL, TEXAS

It may sometimes be necessary to go outside the church for workers; but when it is necessary, it usually becomes less so as the church develops its own workers. As far as possible, the faculty should be secured from within the membership of the church and congregation in order to build up a permanent teaching force. It is better to make some sacrifice in the way of skill, if it has to be imported, in favor of taking less skilled, but willing-to-learn teachers from within the church.

Suppose a church employs as its superintendents four splendid public school teachers in the local school system—teachers who are residents of other cities and members of other churches. They will do splendid work; but when the school closes, they will leave. Consequently, the teaching staff of the church will not have been improved as the result of their work.

Suppose, on the other hand, the church takes its own Sunday school teachers and workers, trains them as well as circumstances permit and puts them into the school. Their work may not be so well done from the teaching standpoint as in the other case, but it will be of greater value to the church; for the teachers will stay on in the Sunday school and be much better teachers because of their experience. They will also be more efficient for the Vacation school the following year. Any church that takes its educational work seriously can in a few years build up an effective teaching staff with a fine *esprit de corps*.

When to Select the Faculty

The faculty for the school should be selected as early as possible. If the school is to be held in June, the principal and the departmental superintendents ought to be chosen not later than the first of May—the first of April will be far better. Quite true, a church may decide rather late to have a school. If so, it should work energetically and do the best it can. However, a late start generally means poor preparation, and poor preparation means a poor school. It is seriously to be questioned if a church should decide at almost the last minute to have a school. Almost surely, it will be wiser under such conditions to begin at once to make preparations for another year. Perhaps the pastor and some of his members can visit other schools and get ideas and suggestions. Do not put on a school as an ephemeral, make-shift affair. Put it on in a thorough way to demonstrate its value with a view to incorporating it in the permanent educational program of the church.

The best answer to give as to when to get a faculty is, Get it as early as possible, the earlier the better. The earlier it is selected, the sooner the principal can get his superintendents and teachers to reading up on and getting ready for their particular work.

A departmental superintendent who had taught in a school for three successive years knew that she was go-

ing to teach again. While she was in the midst of her fourth school, she wrote:

"God is blessing my efforts, and my department is running more smoothly than ever before. For several weeks before school opened I put everything aside and got ready for it. I had every bit of my expressional material ready, and handwork material cut and put away in separate boxes for each day. My work is going so smoothly that I do not get as tired as in other years."

Not only her accumulated experience, her growing confidence begotten of experience, and her careful plans made her work a success; she had to have time in order to get ready.

How to Select the Faculty

Select those who will make the best teachers. If they are available, go after them. Remember, *faint heart ne'er won fair teacher*. It is well for workers to volunteer, for it shows a fine interest; but it is not well to call for them, for some volunteers may become an embarrassment.

As has been said, the church should elect the principal. For obvious reasons, it cannot well elect the whole faculty. Therefore, it should authorize the principal, or the pastor and the principal, to select the faculty. The principal should first select his superintendents and gain their consent to serve. Then he and his superintendents should select the teachers and the helpers.

Do not make the mistake of talking down the work when trying to secure workers. Magnify it. Talk it up. Make it out to be a big work. Appeal to the heroic. Then those sought will become enthusiastic and join hands in the work.

Do not be a pessimist. Do not have an air of indecision. Do not give way to doubts. Do not approach desired workers in an apologetic way. Do not get discouraged. Do not follow the line of least resistance. If the workers desired cannot be secured, go after the next most desirable ones. One school had difficulty in

getting workers. More children came, too, than were anticipated. To those he wanted as teachers, the principal gave special invitations to visit the school. They visited; they saw; they taught. Thus he solved the problem, even though late.

Utilize the preparatory plans outlined elsewhere in this volume. Create a D.V.B.S. atmosphere. Be an Ancient Mariner in spirit. Talk Vacation school as he talked about his dead albatross so that those to whom you speak "cannot help but hear." And you will win out where most schools have their greatest difficulty—getting a faculty.

Selecting the Principal

If the pastor himself can be the principal of the school or if the church has an assistant pastor or an educational director or some other full-time paid worker to serve, the selection of the principal is an easy matter. If none of these church officers is available and a competent person cannot be found in the membership, the church should not hesitate to go outside for a capable principal and be willing to pay such salary as may be necessary.

If the pastor is not to be the principal, he should carefully canvass his membership for one. A person of experience and executive ability is needed. The superintendent of the public school system, the principal of a high or grammar school or a grade teacher may be secured. One of public school experience, but not teaching, may be located. A senior or a recent college graduate may be secured; or in exceptional cases, a college junior may measure up to the requirements. (Give special consideration to those who expect to make teaching or religious work their vocation.) Students in theological seminaries and missionary training schools may be available.

If it can be helped, do not use any of the departmental Sunday school superintendents who, if available, ought to act as superintendents in the corresponding depart-

ments of the Vacation school. Never have the principal of the school act also as a departmental superintendent unless the school is small or there is a desperate emergency.

If the principal is to be other than the pastor, he should be secured in ample time so that he can familiarize himself with his work, assist the pastor in selecting and training the faculty, order books and supplies, and attend to the many presession duties that will devolve upon him. He should assume his duties in most cases at least a month before the opening of the school.

Selecting the Departmental Superintendents

Other things being equal, the superintendents of the departments in the Vacation school should be the superintendents of the corresponding departments of the Sunday school. Sometimes, a Sunday school departmental superintendent may not be very efficient; or she may not take her work seriously. If a better worker can be secured, get her. She may be a teacher in the department. Do not let it be taken for granted that the Sunday school superintendent by virtue of her office, will be the Vacation school superintendent. There is no organic connection at all. The reason for choosing her, other things being equal, is threefold:

First, she is familiar with the type of work that will on the whole be done in the Vacation school.

Second, she will usually know the major portion of the children in the Vacation school; they will be the children she has in her department on Sundays.

Third, the Vacation school will be a wonderful training school for her and will make her a far more efficient Sunday school superintendent.

Often, however, Sunday school departmental superintendents cannot serve in the Vacation school because of home or other duties. If they are not available, as has been suggested, some departmental teachers may be.

Other sources of supply are former Sunday school teachers, former and present public school teachers, re-

cent college graduates or possibly college seniors. It is much better, if possible, to secure superintendents who have had experience in handling children.

If none of these present possibilities, look over organized class presidents, B.Y.P.U. and W.M.S. leaders, and women of maturity and ability, lacking in teaching experience, but who, if they can be interested, will study hard and do their best. If none can be found in the church, then, and only then, go outside the church.

The departmental superintendent is an executive. She must be able to direct the work of her department. Possibly, a woman can be secured who is a good executive, but not a good teacher. In that event, put her in charge of the department and do not require her to do any teaching. Find an extra teacher. Not all good teachers make good superintendents. The main thing now is to get a superintendent.

Selecting the Teachers

After the principal has secured his superintendents and they have become somewhat familiar with their work, together they should select and secure the teachers for their departments. The same sources are available for teachers as for superintendents. If the department has a good superintendent, she can, if necessary, utilize younger women as teachers—college students and senior high school students. It will perhaps surprise the pastor upon investigation to find how many former public school and Sunday school teachers he has in his membership that he did not know about and has not therefore been utilizing.

If the superintendent does no teaching, but only administers the department, the department will probably need three teachers and a pianist. One teacher will be needed for story-telling, a second for music, and a third for handwork. Other teaching duties can be divided among them. If the superintendent teaches, then only two other teachers will be needed. The pianist should be considered as important as a teacher and honored ac-

cordingly, even though she may be a younger woman and of less experience than the others.

Selecting the Helpers

A Vacation school can hardly have too many helpers. (There should be a helper for every six to eight pupils in the Beginner, Primary and Junior Departments.) They do not need to have the background and experience of the teachers; but the maturer and better equipped they are, the more service they can render. Some schools make the mistake of thinking very young girls acceptable as helpers. Use them only when older workers cannot be secured. Experience has shown that girls of thirteen, fourteen and fifteen do not as a rule assist very much in maintaining discipline. Neither are they so likely to be as dependable as older workers. They often lack in initiative also.

As far as possible, use college and eleventh and twelfth-grade high school students, or mature women who do not feel qualified to teach but will often assist as helpers.

As the helpers learn a great deal about teaching, pick out some of the fourth-year Intermediate and older girls who give promise of developing into teachers and put them to work as helpers. Their training will be invaluable. Often, too, a pastor will discover unsuspected teaching talent among these girls.

Selecting Extra Handwork Helpers

Usually, the superintendents do not have any particular difficulty in securing handwork teachers for the girls and the Primary boys; but it frequently is a problem to get handwork teachers for the Junior and Intermediate boys. The principal is not able by himself, or even with an assistant, to care for all the boys of the school. There should be a handwork helper or assistant for about every ten or twelve boys, especially with woodwork, basketry, painting and so forth.

Many schools experience great difficulty here. However, there are more helpers available than most principals realize.

As the handwork period lasts only thirty-five or forty minutes and comes about noon, the principal can often arrange with merchants, manufacturers and other business men of his church to secure some of their employees, gifted along these lines, for an hour a day for the twenty days of the school. Frequently, business is rather quiet at this time of year and also at this time of day, and clerks can easily arrange their duties to get away. In one town, a druggist left his business in charge of his clerks for the hour and went down to the church to work with the boys and renew his youth. Some of the younger business and professional men may be able to help.

The local scout leader may be available. Older scouts may be used. A boy of sixteen or more who has had several years of scouting makes an excellent assistant.

Check up on the young men home from college. All of them may not have positions. Frequently, they are glad to help.

Do not overlook the young women. Some of them make excellent assistants, especially in these days when girls are learning many of the industrial arts. If the handwork takes the form of basketry, poster making, relief maps, stenciling and kindred lines of work, no doubt, young women can be found who will make excellent assistants.

Selecting Pianists and Substitutes

Pianists. The Beginner, Primary and Junior departments each need a pianist. The pianist for the Juniors can serve as the pianist for the joint Junior-Intermediate programs and play the processionals and recessionals. The pianists may be chosen from among the helpers; or they may be given only this particular work to do and classified as teachers. Their duties are outlined in chapter nine under music.

Substitutes. Often teachers can be secured for part though not for full time. They may be in the city the

first two weeks of the school and away the last two; or they may be able to attend the school but one hour a day for the special work they are asked to do—story-telling, for example. Then teachers and helpers may be providentially hindered some days. All of these and other reasons necessitate supernumeraries or substitutes. They should be as carefully chosen as any others. They should attend the training school and presession faculty meetings and become familiar with the work of the school so that they can efficiently perform their duties when asked to serve. As far as possible, secure substitutes for particular departments so that each department will have its own group from which to draw. The substitutes can visit the departments from time to time, render extra service and thus become familiar with the work they may be asked to do.

TRAINING THE FACULTY

If the principal carefully selects his faculty, he will find that much necessary training will have already been given the teachers. They may know much about story-telling, music, dramatization, expressional activities and handwork. Some of them may be enthusiastic along these lines and have a number of good books on the subjects in which they are interested. The superintendents will already be familiar with many of the elements that enter into administration and teaching. All of these and other qualifications will be a substantial foundation on which to build.

Individual Study

The training may be both formal and informal. It is presumed that the principal will have mastered this volume; procured at least one volume in each class of books recommended; ordered a complete set of Sunday School Board D.V.B.S. text-books, read over the preliminary chapters, and familiarized himself with the general contents as a preliminary step looking toward the training

of his faculty. Of course, he can begin with less knowledge and learn as they learn. If, however, he has enough knowledge of the work to give him some degree of confidence, it will be much better.

The training should begin with the selection of each member of the faculty. As each departmental superintendent is selected and secured, put in her hands a copy of "The D.V.B.S. Guide" and the Sunday School Board D.V.B.S. text-book for her department, and ask her to begin reading them at once. The principal may find it helpful to select particular sections of the "Guide" for her to read first. He may give her some of the free literature available for workers. He should encourage her to begin reading at once and know that she is doing it.

As each teacher is selected and secured, put in her hands a copy of "The D.V.B.S. Guide," the Sunday School Board D.V.B.S. text-book she is to use, and a volume dealing with the subject she is to teach. For example, if she is to have charge of the handwork, give her a copy of "Handwork in Religious Education" by Wardle. She should read over all the introductory chapters of her text-book and then turn in succession to each of the twenty daily programs and read over the part relating to her subject and begin to prepare to teach it. While she should read the entire "D.V.B.S. Guide," and will probably study it in a training class, she should begin reading in it at once. Mark or suggest the sections and passages that she ought to read first.

The key to success is the efficiency of the principal, the superintendents and the teachers. They are those who most need training. They cannot be secured and put to work too early. The helpers can be secured later to take training-class work, attend faculty meetings and read any special literature that may be put into their hands.

As the faculty in this individual way begin their preparation in reading courses suggested by the principal and in personal conferences with him, he should encourage them and make them believe that they can do the work. He should utilize every possible method to

awaken their interest and enthusiasm so that they will become aggressive in their preparation, put forth self-effort and not wait to be spoon fed.

Training Schools

Some two or three weeks before the school begins, put on, if possible, a training school for the entire faculty. Teach "The Daily Vacation Bible School Guide." Upon the conclusion of the course, those who successfully stand an examination will be entitled to a Daily Vacation Bible School Certificate.

Each faculty should make out its own program for the school as to time and so forth. Every worker in the school should have a copy of the "Guide," furnished by the school and charged to the expense account.

While the training school is in progress, copies of the departmental text-books should be available, so that they may be used in connection with the study course.

Training Schools in Cities. In cities, a number of churches may plan to have schools. They may join together in a city-wide school, as in Sunday school and B.Y.P.U. work. Under these conditions, a number of teachers may be utilized and other books taught in addition to the "Guide." However, if the work is new, concentrate on the "Guide" and have the other books read as parallel reading, or discussed in faculty meetings at other times than the training-school session.

Teaching the "Guide" in Sunday-school Training Schools. As the Daily Vacation Bible School movement grows, the "Guide" will be increasingly taught as one of the study-course books in both city-wide and church Sunday school training schools. A study of the "Guide" will be helpful to any church worker; and it is hoped that within a few years thousands of Sunday school teachers and B.Y.P.U. workers will possess the D.V.B.S. certificate also.

Faculty Meetings

Besides having personal study and training schools, the principal should have a number of pre-session faculty

meetings. The first one or two should be with his superintendents only. He should instruct them, plan with them, and work out with them the general problems of the school. There may be occasional needs for these restricted meetings until the school opens.

Immediately following the securing of the teachers, the principal should hold a meeting with the superintendents and teachers. After discussing matters pertaining to the whole school, the faculty should divide into departmental groups when each superintendent will preside over her own group and with them plan the work of their department. The superintendent should see that each of her teachers is working faithfully on her own subject. In these sessions it is very important that each teacher have a copy of the text-book she is to use. Hold as many of these meetings as necessary.

Toward the close of the preparation period, perhaps before as well as after the study course, the entire faculty should come together for general faculty meetings. When the principal finishes with the general sessions, he should always see that there are departmental sessions. He should encourage each superintendent to feel responsible for developing the work in her own department. Of course, any superintendent may call departmental faculty meetings whenever she wishes.

In these various faculty meetings, the faculty should drill on worship periods, the salutes, the music and other related matters. They should go over the programs and plan them carefully so that they may become familiar with everything that is to be done. Duties should be assigned the helpers who should then familiarize themselves with them. Each pianist should practice the music to be used in her department and confer with the music teacher and the superintendent so that they can do teamwork.

The work may seem formidable and chaotic at first; but if the plans here outlined are made the basis of a program of development, the faculty will develop like a good football team under a competent coach; it will slowly, but surely round into form and on opening day.

to use a football expression, be "pepped up and rearin' to go."

Preparation Day. Preparation day cannot be over-estimated. By all means, carry out the full program as outlined.

In training the faculty, the principal should drill every member upon being prompt, faithful, regular in attendance, loyal and co-operative. He should make every member of the faculty realize the sinfulness of half-hearted efforts, of letting any little thing keep one away from school, and of not reporting promptly when she knows she will not be able to be present. Sometimes helpers have a tendency to play truant at the worship periods, or to sit far in the rear and, if not talking with another helper or reading, appear very indifferent. A word of caution here will be sufficient.

The Daily Vacation Bible School Study Course

To assist in the training of teachers and workers for the Vacation school, the Sunday School Board has developed the Daily Vacation Bible School Study Course. Certificates and seals will be awarded to those who make seventy per cent on a written examination following a ten-hour study course or its equivalent, the requirements being identical with those for securing diplomas, certificates and seals in the Sunday school study courses.

Report to the state Baptist Sunday school secretary about certificates and seals in the same manner as for Sunday school diplomas, certificates and seals. He will report to Nashville, where all certificates and seals are issued and records kept.

The Certificate. The certificate will be awarded to those who complete the study of "The Daily Vacation Bible School Guide" on the conditions set forth in the preceding paragraph. The certificate is a beautiful one in three colors—red, white and blue. Besides provision for seven seals, there are places for the Sunday School Normal Course red and blue seals. If any one will certify that he has the red or blue Sunday School Normal



DAILY VACATION BIBLE SCHOOL CERTIFICATE

FROM THE
SUNDAY SCHOOL BOARD
OF THE
SOUTHERN BAPTIST CONVENTION
NASHVILLE, TENNESSEE

AWARDED TO

PLACE FOR
KING'S TEACHER
RED SEAL

PLACE FOR
KING'S TEACHER
BLUE SEAL

THE DAILY VACATION BIBLE SCHOOL GUIDE

FOR COMPLETION OF

- BOOK 1
RECAPITULATION
REVIEW
- BOOK 2
RECAPITULATION
REVIEW
- BOOK 3
RECAPITULATION
REVIEW
- BOOK 4
RECAPITULATION
REVIEW
- BOOK 5
RECAPITULATION
REVIEW
- BOOK 6
RECAPITULATION
REVIEW
- BOOK 7
RECAPITULATION
REVIEW
- BOOK 8
RECAPITULATION
REVIEW
- BOOK 9
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- BOOK 10
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REVIEW
- BOOK 11
RECAPITULATION
REVIEW
- BOOK 12
RECAPITULATION
REVIEW

DAILY VACATION BIBLE SCHOOL
DEPARTMENT

19__
Thomas L. Free
MODERATOR

THE SUNDAY SCHOOL BOARD

J. H. Hester
MODERATOR

Course seal on his diploma, or both seals, the special red and blue seals of the department will be awarded.

Seal 2. The Sunday School Manual. If any one will certify that he has the Sunday School Normal diploma, D.V.B.S. seal two will be awarded.

Seal 3. Story-Telling. Seal three will be awarded for the completion of a course in any good story-telling book. Give the name of the book studied. Cather's "Religious Education Through Story Telling" is recommended.

Seal 4. Dramatization of Bible Stories. Seal four will be awarded for the completion of a course in either Miller's "Dramatization of Bible Stories"; Miller's "Dramatization in the Church School," or Benton's "The Bible Play Workshop." Give the name of the book studied.

Seal 5. The Sunday School Departmental Book. Seal five will be awarded to any one who certifies to the possession of a departmental seal—seal five—on his Sunday School Normal diploma.

Seal 6. Handwork. Seal six will be awarded for the completion of a course in Wardle's "Handwork in Religious Education," or any other good book on handwork in religious education.

Seal 7. Project Teaching. Seal seven will be awarded for the completion of a course in Hartley's "Use of Projects in Religious Education" or any other good book on the subject.

Seal 8. Pictures or Art. Seal eight will be awarded for the completion of a course in any good book on either pictures or art in religious education. Beard's "Pictures in Religious Education" or Bailey's "Art in Religious Education" is recommended.

This study course makes it possible for Sunday school and Vacation school teachers and workers to secure credit for the study of a number of subjects for which no provision is made in the Sunday school and B.Y.P.U. study courses. These books may be studied in the regular Sunday school training schools and classes as well as in D.V.B.S. training schools and classes. If one studies

privately and asks for an examination, the D.V.B.S. Department will be glad to send questions and instructions. The completion of courses in these additional subjects will make all Sunday school teachers more efficient. It is hoped that thousands of teachers will secure the D.V.B.S. certificate and seals in addition to those in the Sunday school study course.

DUTIES OF THE FACULTY

Duties of the Pastor

For a discussion of the duties of the pastor when he is not the principal, see *Relationship of the Pastor*, chapter three.

Duties of the Principal

The principal should, if other than the pastor, have frequent conferences with the pastor and co-operate with him in all of the promotional work. With the pastor he should select the departmental superintendents; and with the pastor and the departmental superintendents, select the teachers and helpers.

He should train the faculty, preside over faculty meetings, and be responsible for preparation day.

He should order all the books and supplies in ample time and see that each department is provided with what it needs.

He should consult with the handwork teacher of each department after she has planned her handwork and secure for her all supplies that have to be ordered, and help secure the supplies that may be had locally.

He should see that there is a secretary in each department and that she knows how to fill out the registration cards, keep the records and make her daily reports. He should also furnish her with the forms she needs in order to make and keep the records.

He should himself keep the combined records of the school day by day, and, when the school closes, send a report immediately to the D.V.B.S. or Baptist Sunday school secretary of his state.

He should do the bookkeeping, pay all bills, receive all moneys and pay it over to the church treasurer and

know at all times just what the costs of the school are.

He should have charge of the joint period of the Juniors and Intermediates each day.

He should probably have charge of the handwork of the Junior and Intermediate boys.

He should have supervision of the building and grounds and see that the janitor service is performed.

He should be general director of all picnics and outings and carefully plan them.

He should see that the departmental superintendents are properly administering their departments. He should advise them, encourage them and help them in every way possible.

He should see that none of the departments upsets the daily program in getting ready for the commencement, and that a full day's work is done on both the first and the last day.

He should see that the departments carry out the programs outlined in the text-books or that no radical departures are made without consulting him.

He should see that the whole school is run on time, that it closes on time, that the program in each department is carried out approximately on time, and that none of the work is slighted because of somebody's interest in a special phase of the work.

He should be to the faculty what the principal of a high school is to his faculty, what a football coach is to his team. He should keep up the school spirit, "pep up" the teachers and see that real school standards are being maintained.

He should see that all books and supplies are preserved after the school closes, and that the registration cards and the "Principal's D.V.B.S. Book" are put into the hands of the pastor.

He should find a good many other things to do and will have his hands full discharging the duties of the principal. He will, if he really performs his duties as principal, have no time to leave the grounds while the school is in session or teach a Young People's or Adult's training class.

Duties of the Assistant to the Principal

If a school is a standard school and with an enrollment of one hundred or more, the principal will very probably need an assistant who may be a steady dependable high school boy, a young college student, or, if necessary, an older Intermediate. His duties will be to look after the icing of the water and its distribution to the children in co-operation with the helpers of the departments; to run errands for the principal and the departmental superintendents, for frequently there will be emergency trips to make; to assist with the handwork of the Junior and Intermediate boys; to supervise in a general way the children who arrive early and keep them out of the building unless it be raining; to assist in carrying out the work necessary to make the outings a success; and to do the many other things that the principal may ask of him. It will probably be necessary to pay him a nominal sum, for most boys of the ages suggested do some sort of remunerative summer work.

Duties of the Departmental Superintendents

Each departmental superintendent should be in charge of her department and a real administrative officer. She, the other superintendents, the principal and the pastor should constitute a cabinet or inner council to work in closest co-operation in planning and administering the work of the school.

She, with the principal and the pastor, should select the teachers and helpers for her department. As the pastor or principal should never ask any one to teach in her department without first consulting her, so she should never ask any one to teach in her department until she first consults the principal. For either principal or superintendent to do otherwise is almost certain to be hurtful. Only by following this sensible plan can there be assured harmony in the departments.

She should to a large extent be responsible for the training of the teachers and helpers of her department, especially with reference to the details of the daily program.

She should preside over the departmental faculty meeting at the close of each day's session and with her teachers and helpers go carefully over the next day's work. If she has to divide her department, she should co-operate with the principal in securing extra teachers and put an assistant superintendent in charge of each division. On Friday of each week they should go over the next week's work.

She should see that each teacher in her department has all needed supplies and that she does her work well. She should see that each teacher has a departmental text-book and at least one special book on the subject she teaches.

She should assign the helpers their duties and see that they perform them.

She should be sure that the pupils in her department really belong there, that the registration cards are properly filled out, and that the departmental secretary is keeping an accurate record of the enrollment and the daily attendance. She should therefore examine the cards frequently.

She should have all absentees reported to her each day and make plans to see that they are looked after and kept regularly in school.

She should, if other than the superintendent of the corresponding department of the Sunday school, work in close co-operation with her and try in every way to make the work of her department benefit the Sunday school department.

As she will very likely do some of the teaching herself, she should select what she wishes to teach before she and the principal select her other teachers.

She should recognize the principal as the head of the school and in every way possible be a good team worker.

She should consider her work a great work, her office a great honor, and the school a great opportunity. She should pray daily for strength of body, mind and spirit to be equal to the occasion and then do her very best. She can do much to help the principal establish a spirit of happiness, faithfulness and helpfulness.

Duties of the Assistant Departmental Superintendent

The superintendent in most cases is a volunteer. She may often be a mother with home duties. Unforeseen situations may keep her away. She should therefore designate one of her teachers as assistant superintendent. They should plan the work together; and in an emergency, the assistant should be able to take hold and carry the day's program through as usual. The absence of a superintendent in a department of the Sunday school is serious; but in the Vacation school, it is fatal for the day unless there is a capable assistant. In the Sunday school, the session is only one hour, and each teacher has her class; but in the Vacation school, the period is three hours, and the work is done by departments and not by classes. If the assistant does not have to act as superintendent, she should, of course, perform her regular daily duties as a teacher.

If the department has to be divided because of numbers, an assistant superintendent should be in charge of each extra division and do the work of a superintendent in that division.

Duties of the Teachers

As a rule, not more than three teachers, including the departmental superintendent, are required for a department, and not that many for the Beginner and Intermediate departments. One teacher may tell the stories and have charge of the retelling of stories and of the dramatization. Another may have charge of the music. Another may be responsible for the handwork. The superintendent, in addition to whatever she teaches, should have charge of the worship, the notebook work and the closing periods. The pianist may be classed as a teacher also because of the importance of her work.

Each teacher should find out what she is to teach, get a departmental text-book and a book of methods on her subject and then prepare herself for her particular work. If she is to handle the music, she will not have to trouble herself about the handwork, for instance. Each teacher

should be a specialist in her own line. She should study the Sunday school departmental book of the department in which she is teaching and also consult the chapter in division one of the "Sunday School Manual" that tells about the characteristics of the pupils of her department. She should procure a copy of "The D.V.B.S. Guide" and keep it constantly for study and reference so that she can work intelligently in connection with the other members of the faculty.

She should realize that a responsibility rests on her that is not lightly to be assumed. She should therefore carefully prepare her work each afternoon before attending the school next day so that she can do her work well. What she does or fails to do on any day, may and probably will have eternal results in the lives of the children who sit before her. She should be on time each day, which means ahead of time, with her work well prepared. If providentially hindered, she should notify the principal or her superintendent at the very earliest possible moment of her inability to be present. She should be careful in her eating, get plenty of sleep and go to school each day with a rested body, a clear mind and a cheerful soul. She should realize that the spirit in which she does her work and the atmosphere she creates will perhaps have more to do with shaping the characters of the little ones than what she teaches from the book.

Duties of the Helpers or Assistants

While as a rule there are only two or three teachers in each department, a helper is needed for about every eight or ten children enrolled, and often for every six. The teaching is done by departments; but the pupils usually go to the tables for their handwork, notebook work and other expressional activities. When the pupils go to the tables or groups, they should be grouped by sexes and ages as in the Sunday school,—fourth-year; third-year; second-year; first-year.

A helper is needed for each table. Each helper should be definitely responsible for the children assigned to her, not only at the table but elsewhere. She should hand out pencils, tablets, handwork supplies and other material to her children. She should see that each child's material is marked so that it can be easily identified. She should assist the secretary, if called on, in keeping the records, and report the absentees in her group. She should be familiar with the handwork each day so that she can, under the handwork teacher's directions, guide her children in the doing of their work.

She should march with the pupils as they enter and leave the building. She should sit with them at the worship period. She should play with them at recess and see that they get their water. She should also assist with the lunches, if any are served. She should, when designated by the superintendent, come early to look after the pre-session activities of the pupils of her department.

She should attend the departmental faculty meeting each day and be ready to do whatever the superintendent may ask her to do. She should indeed and in truth be a helper, a real helper, with some duties definite and assigned, and others varying from day to day as occasion may demand. She, once having promised to be a helper, should regard her promise as made unto the Lord as well as unto men, and be thoroughly reliable. She should, while the school is in session, give it first place in her life and not be absent unless providentially hindered. In that event, she should at the earliest possible moment, notify her superintendent that she cannot be present.

Duties of Pianists and Substitutes

The duties of the pianists are considered in *Elements of the Daily Program* under *Music*.

The duties of the substitutes are outlined in *Selecting the Substitutes*, this chapter.

CHAPTER SEVEN

THE ADMINISTRATION OF THE DAILY VACATION BIBLE SCHOOL

SECTION ONE

INTRODUCTORY SUGGESTIONS

Quite true, promoting a Vacation school and organizing it are problems of administration; but it is proposed in this chapter to give attention to those matters that have particularly to do with the successful operation of a school after it actually begins its daily sessions.

Have a time schedule and stick to it. Begin on time; run approximately on the time schedule; close on time. From the nature of the programs, there must be some variations from day to day in the time given to the various elements; but the time indicated in the text-books represents a close approximation to a balanced time distribution.

See that each departmental superintendent has a designated helper on hand early each morning to care for the early comers of her department in some organized activity in or out of the building. The children should not be permitted to run wild. Never let the children run, play and yell in the church building; it must not be turned into a playhouse. The boys should take off their hats whenever they enter God's house whether any one else is in it or not; they should learn to have a feeling of reverence for the building.

If necessary, meet the busses or streetcars to take charge of young children. Likewise, see that they are safely returned to whatever conveyance is to take them

home. Utilize the assistant to the principal and the helpers here.

Do not under any conditions let the children play in the streets. It will be a distressing situation for the school, if any children become maimed or lose their lives in street accidents. One little girl at the close of a Vacation school wrote in her notebook under *What I have Learned in this School*, "I have learned to be more careful about crossing the streets."

Keep the program in the hands of the faculty unless sure of those invited to speak to the school. This suggestion does not apply to Red Cross nurses, playground directors, missionaries home on furlough and other workers who are familiar with children and who know WHAT to say, HOW to say it and WHEN to stop. One school came very near committing suicide by having learned lawyers, judges, doctors, university professors and others deliver addresses at the worship period each day.

One of the worst habits that has crept into churches even in worship hours is applause. Keep it out of the Vacation school. Applause is noisy and irreverent; and it tends among children especially to disorder.

Be prepared for contingencies and emergencies. Do not be caught napping. Look ahead. Plan. Read Knapp's two books and consult them daily; keep Gage's book handy at all times; use the "Guide" constantly.

"PRINCIPAL'S D.V.B.S. BOOK"

The Baptist Sunday School Board has prepared the "Principal's D.V.B.S. Book." It is sold practically at cost. It is nine by eleven inches in size and carries blanks for attendance, enrollment, receipts and expenditures, the names of the faculty, triplicate annual report blanks, duplicate church report blanks, several duplicate order blanks and a number of other time-saving and very helpful aids for the busy principal. A principal will profit greatly by ordering a copy for his own use and at the same time help to standardize methods in all schools.

THE DAILY PROGRAM

The principal should plan thoroughly for the daily program of the whole school so far as the general program is concerned. He should make a list of the things that ought to be done daily and keep the list before him so that he may not overlook any important matters. He should have charge of the grounds before the opening of the school and at recess periods. He should have charge of the processional march and the joint Junior-Intermediate period of forty minutes for the worship, the salutes to the flags, the music, the habit story and the announcements. He should remain in the building until all the children depart and it is either properly closed or turned over to the janitor.

The departmental superintendents should from their own text-books plan their daily departmental programs. Each department should plan its own work without reference to the daily schedule of any other department except with reference to the recess period and possibly the handwork of Junior and Intermediate boys. If the principal has to look after the handwork for both of these groups, the Intermediate department should readjust its program for the handwork to come earlier in the day—say from 10:50 to 11:25, rather than from 11:25 till 12:00, supposing that the school begins at 9:00 and closes at 12:00. The Intermediates rather than the Juniors should take the earlier period, if necessary, because they can go back into the department and do their work better than the Juniors. Of course, if enough handwork teachers can be secured so that the principal will not have to take both groups, one following the other, it will be much better.

The departmental superintendents and the principal should all realize that a school will not run itself. Quite naturally, the teachers and helpers will look to them for suggestions and guidance. They should keep their work planned ahead and have that command of themselves that will inspire their colaborers to follow them and respect their leadership.

THE DAILY DEPARTMENTAL FACULTY MEETINGS

There are, as has been shown previously, two types of faculty meetings,—the general and the departmental. Not many general meetings will be needed after the opening of the school. The principal should take part in the departmental faculty meetings from time to time and make such suggestions as necessary. He may occasionally find a need for calling the entire faculty together. He should work largely through the superintendents. He may have private conferences with them and see that they understand what he wants done. Then they can carry out his wishes in their own faculty meetings.

Some authorities advocate a faculty meeting each day before the opening of the school. Theoretically, this is very desirable. Practically, it is almost impossible; for many teachers are mothers with home duties that make it difficult even for them to get to school on time. A much better time is at the close of the day's session. The Sunday School Board text-books call for a daily faculty meeting in each department when the teachers go over the work of the day, estimate its values, discuss the successes and failures, and plan the work of the following day so that the program may be properly prepared. These meetings, while usually brief, should be vital. The superintendent should plan them with care, dispatch them with promptness and hold them in the spirit of devotion and prayer. To get the spiritual power needed for each day's work, the faculty, in addition to their silent prayers, must with the children participate in the worship period and pray for wisdom and strength.

THE OPENING DAY

The opening day is vital. The faculty must give the children a full program. This is sample day for the children. Let them taste and see that it is good. Have neither lost nor loose motion. The children will not know

what to do; the faculty should go about its work with precision and sureness. The proper observance of preparation day will be an invaluable help in preparing for a successful opening day.

REGISTERING PUPILS ON OPENING DAY

Do not lose any time from the program registering new children. If the principal will take some of the helpers and station them at various points on the grounds, he can register a good many pupils before the program of the day. If the registration cannot be completed then, speak to the unregistered children and give them directions as to which group to join. Most of them will understand correctly and go to the proper group. At recess the registration can be completed in the departments. The entire faculty should assist in the full and complete filling out of the cards. If a child gets in the wrong department, fill out his card and send him to the proper department. The superintendent of each department should look over the registration cards carefully at the close of the first day's session to be sure that she has no children who belong to another department.

WHEN THE SCHOOL CLOSES EACH DAY

Do not let any children linger in the building or loiter on the grounds after the close of the school. Make this a rule for the school. There will be a tendency on the part of many children to want to stay. If anything should disappear, they might be suspected. The safest way, therefore, for them to be free from suspicion is to keep away. Be assured that if this is not enforced strictly, some child with a fondness for taking what does not belong to him will be on hand to cause trouble.

ENROLLMENT

No church should be satisfied with an enrollment short of its maximum capacity efficiently to care for the children. The principal should see to it, therefore, that the

RECORD OF ENROLLMENT

FIRST WEEK

THIRD WEEK

	Boys	Girls	Faculty	Total
Beginner				
Primary				
Junior				
Intermediate				
Gen. Officers	X	X		
Total				

	Boys	Girls	Faculty	Total
Beginner				
Primary				
Junior				
Intermediate				
Gen. Officers	X	X		
Total				

SECOND WEEK

	Boys	Girls	Faculty	Total
Beginner				
Primary				

FOURTH WEEK

	Boys	Girls	Faculty	Total
Beginner				
Primary				

FROM "PRINCIPAL'S D.V.B.S. BOOK"

RECORD OF ATTENDANCE

(Made up from Daily Reports of Departmental Secretaries)

FIRST WEEK

	Boys	Girls	Faculty	Total
MONDAY				
Beginner				
Primary				
Junior				
Intermediate				
Gen. Off.	X	X		
Total				

TUESDAY

Beginner				
Primary				
Junior				
Intermediate				
Gen. Off.	X	X		

FROM "PRINCIPAL'S D.V.B.S. BOOK,"

SECOND WEEK

	Boys	Girls	Faculty	Total
MONDAY				
Beginner				
Primary				
Junior				
Intermediate				
Gen. Off.	X	X		
Total				

TUESDAY

Beginner				
Primary				
Junior				
Intermediate				
Gen. Off.	X	X		

SPACE FOR FOUR WEEKS.

promotional plans outlined in the chapter on promotion are systematically and efficiently carried out. Especially should he see that the children from the Sunday school of his church are reached and enrolled. After the school opens, he and his superintendents should go over the registration cards and compare them with the Sunday school records with a view to enrolling any children that may not have entered the Vacation school. They should at once seek to secure these children.

The workers in a Vacation school should make it their primary aim to enroll the children for whom they are directly responsible—those of their own Sunday school and congregation. One of the purposes and chief values of a Vacation school is to find more time in which to give spiritual instruction to the children.

They should next bend their efforts to enrolling the children of the community who are not in any Sunday school and Catholic and Jewish children.

After these two groups shall have been reached, if there is room for children from other Sunday schools of the community, give them a general invitation and let their parents know that they will be welcomed. For further discussion see *Who May Attend*, chapter five.

ATTENDANCE

HOW TO SECURE REGULAR ATTENDANCE

Every effort should be made to secure regular attendance. The parents should be enlisted to this end. Do not be satisfied with irregular, haphazard attendance.

Look After Absentees

Each departmental secretary should furnish her superintendent daily with the names of the absentees. She should then either ascertain the cause of their absence or divide the number between her faculty and ask them to investigate in person or by telephone or messenger. The Vacation school should be as attentive to absentees as the Sunday school. Sixty hours of educa-

tional work are being offered the child in one month; see that he profits by it. The principal should not take it for granted that the superintendents are attending to this matter; he should make sure of it.

Reward Tickets for Attendance

In the Junior and Intermediate departments, the pupils may set apart in their notebooks an attendance page. Order scripture reward tickets. Use tickets rather than cards, as they are much cheaper. Each envelope contains one hundred tickets or enough to last ten pupils ten days. Two series of tickets will care for ten pupils the entire month. Juniors especially like these reward tickets.

Recognition Certificates

Before and on the opening day of the school, announce that every pupil who does not miss a day will be asked to stand at the commencement, and that he may also be given a recognition certificate. It will be well on Friday of each week, either in the general session or in the departments, to ask the pupils who have not missed a day since the opening of school to stand. Develop a desire on the part of the pupils to make a perfect record.

Get Parents to Postpone Visits and Vacations

When the Vacation school is new in the church program, the parents may not consider the Vacation school at all in making their plans for visits and vacations; but after a year or two, if the school is efficiently conducted, many parents will plan their visits and vacations so as not to let them conflict with it. The children will not want to miss the school; and the parents will not want them to miss it either. Many testimonies have been given by parents who told how their children cried about having to leave the Vacation school and did not want to go on a trip.

In beginning a new type of work like this, pastors should realize that it takes several years to overcome various handicaps in developing the most efficient school. The uniform testimony is that the schools do grow better year by year, and that difficulties are gradually overcome.

The Best Device of All

Make the work so appealing and attractive that the children will not want to miss a day. Give them something vital when they come. If the faculty will put their hearts into the work and make the children feel that they love them and are vitally interested in them, the children will not want to miss a day.

HOW TO SECURE PUNCTUAL ATTENDANCE

Tardiness is to be deplored for two reasons: first, it interferes with efficiency; second, the children who are tardy are forming a bad habit. A number of means may be employed to prevent it.

Tell a Habit Story

Tell a good habit story or two about being on time. Story twenty-one in Knapp's "Thirty Character Building Stories," and story four in Limouze's "As the Twig is Bent," not only furnish two good stories; they suggest how to make others.

Teach On-Time Memory Verses

Teach some memory verses on punctuality. The principal and the superintendents can find a place in the daily program for teaching a few good memory verses about the necessity of punctuality. Here are a few:

"I have always been a quarter of an hour before my time, and it has made a man of me."—*Admiral Lord Nelson*.

"Better be three hours too soon than one minute too late."—*Shakespeare*.

When President Washington's secretary excused himself for being late on the ground that his watch was slow, the President said, "You must get a new watch or I must get a new secretary."

Use the Notebooks

After classroom discussion, ask the Juniors and Intermediates to write a page in their notebooks on some such subject as, *Why being Tardy is a bad Habit.*

Have Vital Presession Activities

Most children will arrive early. A problem in many schools as acute as tardiness is the too early arrival of children. One pastor who arose at 6:30 each morning reported that during his school he never went out of the house immediately after arising when he found less than eight children present. Sometimes there were as many as fifteen. The school did not open until 8:30.

If the children have directors for their play, they will come early. Likewise, if there are inside presession activities, they will come for them.

Recognize On-Time Children

After making announcements, frequently ask all the children who were on time to stand. Then make an appeal to those who remain sitting to be prompt. It may be well to say on opening day that all children who are not tardy a single time during the school will be asked to stand at the commencement.

Be sure that the pastor, the principal, the superintendents, the teachers and the helpers set a one hundred per cent example in being on time.

It is surprising what enthusiasm can be developed among the pupils not only for not wanting to miss a day, but also for not wanting to be tardy. Dr. Gage tells in his "How to Conduct a Church Vacation School" of a lawyer who spoke as follows to a Vacation school worker: "I want to thank you for what you are doing there. I

think it wonderful to keep the interest and enthusiasm of the children so strong. We have three children attending, and we could not keep them at home. We were out late last night and did not intend to get up early this morning; but they made us get up and get them off to school; and they ran to get there on time."

RECORDS

A saying made famous by the B.Y.P.U. is "Good records, good work; poor records, poor work; no records, no work." Records may not be as vital to the success of a Vacation school as they are to a B.Y.P.U., but they can be made of great value to the pastor and the church. It is not much trouble to keep them. They should be kept, and kept accurately. The pastor will find it both interesting and helpful to compare the records of one year with those of other years. If records are not kept, how can he know what his school accomplishes?

It has been emphasized in previous chapters that the principal should see to it that each departmental superintendent appoints a helper as secretary for her department. The secretary should then read carefully everything in this volume that pertains to her work, secure and read the registration card, front and back, and study the report and record blanks that should be furnished her. Both the superintendent and the principal should see that she understands thoroughly what she is to do and how she is to do it.

The Sunday School Board furnishes daily report blanks in packages of one hundred, twenty-five to a pad, for the daily report of the secretaries to the principal. When the secretary makes the records for the day, she should fill out the report blank and either take it or send it to the principal. He will then take the reports and enter them on the page prepared for them in the "Principal's D.V.B.S. Book." He can then, at the close of the school, tell how many boys, girls and teachers were present in each department each day of the school; and from the totals, secure the average attendance.

There is furnished also in the "Principal's D.V.B.S. Book" a page where the principal can record the enrollment by sexes and departments. The blanks call for a record of enrollment only on Friday of each week.

The annual report calls for information as to the number of children enrolled from Baptist, Methodist and other Sunday schools, from Catholic and Jewish homes and from no Sunday schools. The principal may ask his departmental secretaries carefully to go through the registration cards and tabulate this information for him so that he will not have to do it himself after the close of the school. He should not call for it until Thursday or Friday of the last week of the school. The secretary may go through her registration cards on the last Thursday afternoon or evening and report to him on the morning of the last day. If he does not ask the departmental secretaries to tabulate this information, he can do it in a short time himself.

After making out her daily report and before sending it to the principal, the departmental secretary should enter all the information on her term record card. She should keep this card until the close of the school for the use of her superintendent and herself. When the school closes, she should turn it over to the principal to be put away with the other records.

REPORTS

The Bible says that no man liveth to himself; the Vacation school is no exception. The various schools can greatly promote denominational efficiency by sending in reports so that it may be known how many schools there are and where they are being held.

SEND LETTER TO STATE SECRETARY

In the "Principal's D.V.B.S. Book" there is a letter form for the principal to fill out at the close of the first week of his school and send to the state D.V.B.S. or Sunday school secretary. It calls for but little work and can be filled out in less than five minutes. It is

D. V. B. S. TERM RECORD

DEPARTMENT

(OVER)

DAY	BOYS		GIRLS		FACULTY		TOTAL	
	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present
1	X		X		X		X	
2	X		X		X		X	
3								
4								
5								
6								

TERM RECORD CARD FOR DEPARTMENTAL SECRETARY FOR A 20-DAY SCHOOL. SOLD IN PACKAGES OF FIVE CARDS, FIVE CENTS A PACKAGE

D. V. B. S. DAILY REPORT

_____ Dept.

Date _____ 19____

	Boys	Girls	Faculty	Total
Enrolled				
Present				

Visitors _____

Offering _____

_____ Dept. Secretary

50 cents per hundred

earnestly hoped that every principal will co-operate in the promotion of the Vacation school movement by mailing this letter.

SEND FINAL REPORT TO STATE HEADQUARTERS

The "Principal's D.V.B.S. Book" carries three final report blanks. Two of the sheets are perforated. Two carbon sheets are furnished with the book. Immediately after the close of the school, the principal should, from

his enrollment and attendance records, registration cards and expense records, compile the data called for on the report blank, fill it out and mail the perforated copies to the state D.V.B.S. or Sunday school secretary and keep the third for himself in his own book. The state secretary will keep one and forward the other to the D.V.B.S. Department of the Sunday School Board. The secretary in charge will study these reports, read over the suggestions and comments and, from a study of all of them, seek to improve the plans and programs of the department so as to make them minister better to the several schools.

Of course, the making of these reports is a voluntary matter. There is no ecclesiastical authority and can be none; but if the schools will co-operate in making the reports, they can help greatly in a southwide co-operative enterprise.

If, for any reason, the principal does not procure a copy of the "Principal's D.V.B.S. Book," he can secure blank report forms by writing his state secretary.

REPORT TO THE CHURCH CONFERENCE

At the first regular conference after the close of the school, the principal should make a final report of the school to the church in conference. The "Principal's D.V.B.S. Book" carries two pages for this purpose so that the principal can easily submit his report and keep a copy in his own book. This report should give the time when the school was held, the number of departments, the names of the faculty, the total enrollment, the daily average attendance, the total cost of the school, the average cost per pupil and some other vital information. There should be attached to the report a financial report, giving in some detail the sources of receipts and how the money was spent. One of the cardinal rules of successful church finance is to keep the membership thoroughly informed as to the sources of church revenue and its disposition. Therefore, however small the cost of the school may be, the principal should pre-

sent his expense book and ask for the appointment of a committee to audit it and report at the next conference. This procedure is fair both to him and the church.

REPORT TO THE ASSOCIATION

The pastor should see to it that in the annual church letter to the association, information is given about the Vacation school along with information about the Sunday school and the unions. The associational report blanks for church clerks now have space for this purpose.

DISCIPLINE

To be sure, there must be discipline in the Vacation school; but it should not be rigid and burdensome. One of the appeals the Vacation school makes to the pupil is freedom from the formal discipline and restraints of the public school. The children should early learn, however, that it is to be a real, even though a happy, school.

Create a happy, cheerful, co-operative atmosphere. A well ordered school in which the faculty know their work and how to do it, and do it from love, will in and of itself largely solve all problems of discipline.

Do not tolerate fault finding, scolding and such methods. The faculty should control by love and not force.

Study the sections of the departmental Sunday school books that treat of discipline. They give many helpful ideas. Use also the methods found helpful in the Sunday school. Chapter seventeen of Knapp's "Community Daily Vacation Bible School," has some fine suggestions on discipline and order.

THE PROCESSIONAL

The processional, if properly utilized, is a great aid to discipline. If the faculty plans it well, with the recessional, they can almost do away with any disorder

while the children are marching into the building, and to and from their rooms.

ASSIGN HELPERS TO DEFINITE GROUPS

Some schools have found it most helpful definitely to assign each helper to a group of particular children in the department. The children are her care. She should see that they are in their places in the lines of march, go with them and sit with them. She should play with them at recess.

USE THE SPIRIT OF CONTEST

Everywhere possible, utilize the spirit of contest or friendly rivalry. See which group can march the best or the quietest. In the departments, when the pupils go from the unified group to their tables, have the pianist play a march. Have the children tiptoe with their chairs. Have the boys vie with the girls to see which group can move about the quieter. The girls may close their eyes and then try to hear the boys move about while they go to their tables. Then have the boys listen to hear the girls move. Let a teacher or helper be a judge. The superintendent may ask the first-year boys to go to their table and then the first-year girls, and then announce which one went the more orderly and quietly. She may then call in order for the other age groups by sexes. It is surprising how the pupils enjoy contests like these and what they accomplish. A word of caution: no device or plan should be used too much, else it will become monotonous.

HAVE FREQUENT CHANGES IN PROGRAM

The text-books of the Baptist Sunday School Board provide for frequent changes of activities. Pupils like variety. Follow the programs of the text-books. If a day is unusually hot and sultry, making the children restless, introduce extra marches, drills and so forth. Turn aside from the regular program for a minute of relaxation.

KEEP THE CHILDREN BUSY

Children like to do things. Find extra work for quick pupils. For instance, if notebook work is being done by Juniors and Intermediates, announce that as the pupils get through they may go outside the room and use the concordance or run Bible references. This type of work is frequently new to them, and they will work hard both for the honor of retiring and the joy of doing the work. A helper should be on the outside to guide them in their work. Of course, there should be some definite concordance or reference work planned for them. Bible cross word puzzles and games may be used in the same way.

SELECT FLAG BEARERS ON DEPARTMENT

Often, the Junior boys give more trouble than any others in the school. They dearly like to carry the flags in the processional and at commencement. By taking advantage of their desires, good behavior can be promoted.

Change the flag bearers for the processional every three days. Announce on the first day of the school that the flag bearers will be changed every three days, and that they will be nominated by the superintendent of the Junior department on the basis of good behavior. Announce also that one of the great honors of the school will be the carrying of the flags in the processional at the commencement, and that the bearers will be nominated by the Junior superintendent on the basis of good deportment for the entire school. The two boys who make the best records should be chosen to bear the flags; the next two should be honorary escorts. At the commencement, mention that the flagbearers are honor deportment pupils, and that the honorary escorts were next in deportment. The Bible bearer may be an honor pupil also.

USE RECOGNITION CERTIFICATES

If recognition certificates are to be used, tell about them both before the opening of the school and on

		THIS CERTIFICATE IS AWARDED TO IN RECOGNITION OF ATTENDANCE AND FAITHFUL WORK IN THE	
		Daily Vacation Bible School	
OF THE		CHURCH	
FIRST YEAR	192	SECOND YEAR	192
THIRD YEAR	192	FOURTH YEAR	192

PUPILS' RECOGNITION CERTIFICATE—50 CENTS PER DOZEN

opening day and make it clear how they may be won. The superintendents should also speak of them in their departments.

The principal and his superintendents should decide what the pupils must do in order to win them. They will not be worth anything if given to all the students without regard to their attendance and the quality of their work. The following suggestions are offered for consideration and such modification as may be deemed necessary:

1. *Certificate with Honor.* Requirements: perfect attendance; no tardy marks; all memory work learned; all required handwork worthily done; excellent deportment.

2. *Certificate without Honor.* Requirements: eighty per cent attendance; no tardy marks; all memory work learned; all required handwork worthily done; satisfactory deportment.

3. *No Certificate.* Do not grant a certificate to pupils who fall below these standards.

The certificates should be filled out on the last Thursday of the school. If any pupil has won a certificate through that day, it is not likely that he will fall down the last day; but if he does, discard it. The reason for making out the certificates on Thursday afternoon is that there will be no time for it on Friday. The principal, however, may sign them Friday morning.

Present the certificates in the departments on Friday morning, rather than at the commencement where the program will be full and their presentation will take up too much time. At the commencement, after explaining briefly about the certificates, ask those who received them with honor to stand, and then those who received them without honor. This will take much less time.

SEPARATE CHUMS

Separate chums who cause trouble by talking and other acts of misbehavior. Do this quietly and tact-

fully. Do not let them know why it is being done, if it can be helped.

PUNISHMENT

Never under any circumstances make the doing of any required work a punishment. Often teachers make a great mistake by making children do memory work, notebook work, or engage in some other activity as a punishment. Such an assignment effectively destroys a pupil's interest in that particular phase of the work and deprives him of all pleasure in doing it.

Sometimes, depriving a pupil of engaging in the day's handwork will be helpful. Let him play or stay in the room. Once two Primary boys played truant from part of the program. The superintendent said nothing, but the next day did not let them use the coping saw on some animals they were making. She had no more trouble with them along that line.

APPEAL TO PUPILS' HONOR

Appeal to the honor of the children. Talk to them of the free service the faculty is giving. Make them understand what the faculty is really doing for them out of love. Ask them how they can show their appreciation. Let them see that one way is to be kind and thoughtful of their teachers and obedient.

EXPEL INCORRIGIBLES

Expel incorrigibles. Do not let two or three bad children worry the life out of the teachers. If the methods already suggested do not produce results, when the day's program is over, the principal and the superintendent in whose department the unruly pupil is should have a joint conference with him, let him know firmly but kindly what the school is for, and that if he cannot co-operate he will have to withdraw from the school. If this does not produce results, send him home,—an unpleasant duty, but far better than to let him remain

and cause so much trouble, especially when it should be realized that he will not profit to any extent by remaining in the school.

PRIZES

Do not have any prizes at any time under any conditions.

HONORS

Have only such awards and honors as all pupils who meet the conditions can secure. *Do not give any ribbons or awards for first, second and third best notebooks and handwork articles.* Judges can not accurately judge among thirty, forty or fifty competing books or articles. Children who do not get awards, and often their parents as well, are disappointed and inclined to criticize. A wide experience has shown that such devices are unnecessary in order to secure interest and good work.

STAND-UP AND SIT-DOWN CHORDS

Use the stand-up and sit-down chords constantly for rising and sitting. Do not use a bell, nor wave the arms, nor give verbal commands. The proper use of these chords contributes a great deal to good discipline. See that each pianist knows how to give them properly. She can find them in the music sections of the departmental text-books.

RECREATION

INTRODUCTORY REMARKS ON RECREATION

Boys and girls like to play. Many had rather play than eat. They will get together in and of themselves to play. Play has great educational values also. It can be utilized in helping form good habits and developing right attitudes. It should have a prominent place in the curriculum of the Vacation school. The play spirit should get into the actual teaching process wherever possible. Everybody likes a contest; and every-

body likes to win. The principal and the superintendents should make full use of the play spirit. The memory work, the Bible drills, story-telling and other activities may be so handled as to become play for the children. Let the boys race against the girls; the brown-eyed pupils against the blue-eyed ones; the black-headed against the white and red-headed ones combined; and other possible combinations against still other combinations.

There may be recreation in the classroom. Make use of motion songs, marches, calisthenics and other indoor games and activities to relax the pupils when they get tired or restless—or when inattentive. These should be used for short periods when indicated in the daily programs or when occasion may demand.

The play periods should be supervised. Watch the children for bad habits and then make use of them in habit stories, but not in such a way as to reveal a child's identity. Play reveals character. The teachers can find much teaching material of great value if they will be on the lookout.

RECESS

Unless the church has a large yard, or unless a public school or community playground is near at hand, it is better for the departments to have their recess at different times. The principal and the superintendents can work out a schedule and make such adjustments as may be necessary.

If the departments take their recess at different times, those in charge at recess should see that the pupils do not play where they will disturb the departments at work. If the children are not watched, sometimes they congregate immediately under the windows of another department with bad effect on the department's department.

As there is so much provision made for change of activities in the departments, the recess periods should not be very long. The superintendent generally does

not have time to supervise the recess period; the teachers and helpers should be in charge and utilize graded games.

Getting Water to Drink

The children should not be excused from their departments to get water. The teachers, therefore, should see to it that they have an opportunity to drink at recess and under sanitary conditions. The assistant to the principal or the principal should see that ample water facilities are available.

Some churches have sanitary fountains. Where such are available, see that they are in a sanitary condition. Many churches have poor facilities. Whatever the facilities may be, teach the children good habits in connection with getting their water. Here is the way a pastor who had no fountains in his church managed the water:

He secured a large zinc tub and forty or fifty pint tin cups. These he had cleansed with boiling soda water at the close of each day's program. He told the children that this was done and why. He had the tub put on a wooden table in the back yard. The table was cleansed with the hot soda water each day after the tub and cups were cleansed. It was also rinsed off each morning before being used. The ice was rinsed and put in the tub, and the tub filled with water. No child was permitted to use a dipper or a cup. A helper stood by and filled the cups. The children drank and turned the empty cups bottomside up, or dropped them in a bucket filled with water. Another helper rinsed each cup before it was used again. That did not disinfect it, of course, but it and the other precautions made the drinking sanitary and taught the children to be careful about their drinking water. Before the month was over, practically every child fell in with the plans worked out and went through the routine outlined as a matter of habit. Some such plan should also be used in country churches where the water is drawn from a well.



DAILY VACATION BIBLE SCHOOL. WILLINGHAM MEMORIAL
BAPTIST CHURCH, FUKUOKA, JAPAN



DAILY VACATION BIBLE SCHOOL OUTING. WILLINGHAM
MEMORIAL BAPTIST CHURCH, FUKUOKA, JAPAN

Always have the children march out in line for the recess and reform the lines for returning. If the helpers will have the lines form the same way each day, it will make the marches much easier and more effective. A march may be played while the children are getting out of the room and as they re-enter.

Eating Lunch

The Beginner and Primary children may be given lunches at recess. It is a fine investment for any school to furnish these children a half pint of milk and two or three soda crackers. The departmental text-books outline methods for serving lunches. The lunch has fine teaching values: the children can be taught how to help serve, to be polite and considerate and to return thanks. Many children never hear a blessing asked at home. If the teachers will have the pupils wait till all are served and then have a blessing asked, it will be very fine indeed. In fact, such blessings in Vacation schools have resulted in blessings being asked at mealtimes in the homes.

OUTINGS

Any school can easily have five weekly outings,—one on Friday afternoon before the opening of the school in the preparation-day parade, one on each of the first three Friday afternoons of the school, and the commencement. It is surprising how much can be done to make children have a good time with such little expenditure of effort and money. Two or three hours at most are sufficient for the outings. They should usually be held on Friday afternoons. As a rule, it is best for the children to go home for lunch and return for the outing.

Picnics

Do not go to some distant place for a picnic. All that is necessary is to find a grassy, shady place, as near the church as possible. The entire faculty should be

present. Each department should take charge of its own group. Have games and other activities planned for the children. Supervise the plays and games and make them educational.

Lemonade. At the picnics, furnish free lemonade. Take a zinc tub, some dippers and tin cups and a bucket or two. The principal should see to the making of the lemonade. See that it is made under sanitary conditions. Take the same precautions about the children drinking it as their drinking water. Never let the children help themselves. Give them all they can drink. Make it sweet. Get some cake coloring and make it red. See that it is cold. Have plenty of it. Do not at any time allow the children to throw the lemon peels at one another.

The Lunch. Have the children bring their lunches. Spread them for a common meal. Call the children around the spread and have a blessing asked. The teachers and Intermediates may serve. It is usually best not to let the children help themselves. Be sure that if any child is on a diet and has brought a special lunch, he is given what his mother has prepared for him. Do not let the children be piggish. If necessary, the principal should make a few simple announcements with reference to the meal.

The Bonfire. It is likely that when the meal is eaten the children will begin to thank the superintendents and the principal for the good time they have had and depart. Have them wait a minute. Call for attention and announce that there is to be one more game, the best of all. Put the Intermediates and Primaries in one group and the Juniors in the other, for this will usually balance them up rather equally. Point out two spots ten or twenty feet apart. Explain to the children that when the signal is given they are to race against each other in picking up paper, boxes, banana peels and so forth and make a pile for a bonfire. Give the signal and let them go to it. In a moment they will have all the waste in two piles. Strike a match to each pile and have two bonfires. In this way, work or drudgery will have been

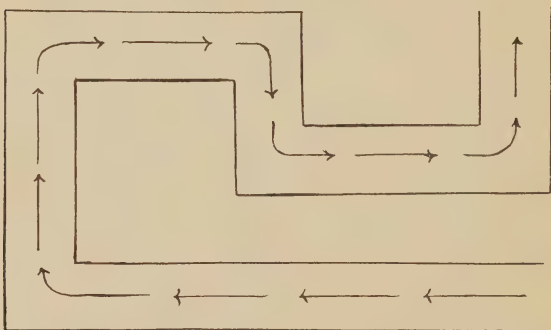
turned into play. Speak of it at school and make a habit story about always leaving a place where one plays or works clean and tidy.

Automobile Rides

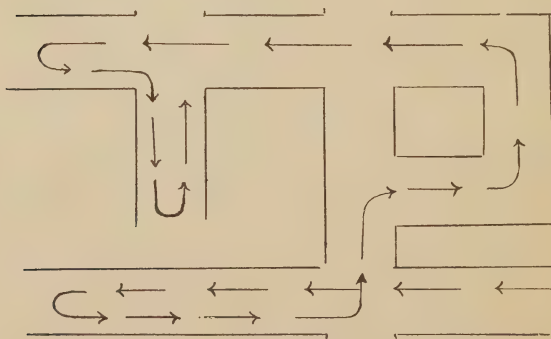
Automobile rides give children much joy. Even in a land where automobiles seem to have become almost as numerous as locusts, many children do not get to ride. An automobile ride, which can be easily arranged, offers boundless joy to the children if properly managed. One school in 1925 took its children in forty-five automobiles over a paved road a distance of twenty miles to a neighboring town, where a Vacation school was also in session. It took 320 frozen ice cream suckers to provide the children and the drivers one sucker each, the suckers having been given as a treat to the children. One man, not a church member and with no children in the school, called up the pastor and said, "I want to furnish three cars for your parade; and, what's more, I want to drive one of them myself."

The advertising parade on preparation day has a definite purpose in view and is limited in time and in the territory it covers. If one is given as an outing, take plenty of time to give the children a good ride. Wind up by giving them an ice cream cone, or some similar treat. In one town a druggist, not a church member, for three successive years asked the pastor who served as principal of his Vacation school if he might treat the children to ice cream on one of the rides. After the ride the automobiles parked in the town square. The Intermediate boys helped serve the cream, the other pupils remaining in the cars. After the cream was served,—and one can easily imagine how like heavenly nectar it tasted after the children had yelled themselves hoarse for an hour or so,—the entire school assembled in front of the drugstore and gave nine rahs for the druggist and his clerks, and then sang, "Howdy do, Mr. Green, is there anything we can do for you?" They then dispersed to their homes.

In planning an automobile ride, the principal often makes one mistake which detracts considerably from the enjoyment of the children. Usually, the cars form in a long line (the pastor should be in the leading car) and travel perhaps several miles without what hunters call backtracking. All that the children in any one car see is the back of the car ahead of them, and—if they can see through the rear window of the car—the front of the car to the rear. That is no particular fun. If the pastor,



A—HOW NOT TO HAVE AN AUTOMOBILE RIDE



B—HOW TO HAVE AN AUTOMOBILE RIDE

however, will turn his car and double back on his track, the children, as the cars turn and make two lines in one street, will have the time of their lives leaning out of their cars and waving and yelling at the children in the other cars. This should be done frequently. Diagram A shows how not to take the ride; diagram B shows how to take it.

GAMES

In addition to the games printed in the Sunday School Board departmental text-books, the list and description of games in Gage's "How to Conduct a Church Vacation School," (revised) pages 137-146 will be found helpful. Reference may also be made to any of the numerous books on games and entertainment. Johnson's "Education by Plays and Games," has two fine chapters—*The Meaning of Play* and *Play in Education*—and many pages of helpful suggestions. It is splendidly illustrated.

A most valuable classification-of-age periods is given in Appendix III. It should be read over carefully.

How to Teach Games

Permission is given by the Children's Bureau, U. S. Department of Labor, to print *How to Teach Games* from its "A Brief Manual of Games for Organized Play,"—Bulletin No. 113. A copy of the bulletin may be secured free by writing the Bureau. The booklet may be had in quantities at five cents each from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Games, like arithmetic and reading, must be graded. To enjoy a game the child must understand it. Little children find the greatest pleasure in playing simple games, often games of "make-believe and repetition," but always simple games. Older children demand games that are much more complicated, while still older boys and girls take the greatest interest in playing team games, where competition is the chief factor. The teacher can do a great deal by selecting the right games and by seeing that all the children are included in the games. Try

to awaken in every child a sense of alertness by quickening his senses of hearing and seeing. Make every child feel that he is a part of the game, so that he will get the fun out of it as well as the physical exercise. Choose games that will be so interesting that all the children will want to play.



READY FOR A CRAWFISH RACE AT A D.V.B.S. OUTING. NOTE THE INTENSE LOOK FOR STARTING SIGNAL

In teaching new games there are several very important things to remember:

1. Plan the program of games so that it will include both active and quiet play. This will keep the children from getting tired and they will enjoy the play period more than if the games were not planned.

2. When explaining a new game, have the children stand in a circle. It is easy to maintain quiet and order this way.

3. Choose clever children to start a new game. Then, after the class understands the game, choose the dull ones and let them take an active part; thus the child who needs to be taught alertness can be taught to be alert by playing such games as *Midnight*.

4. Give every child a chance to take part.
5. Make the game easy enough at first, then gradually make it more difficult. Let the children find out the point of the game themselves; it gives them great joy to discover.
6. Make rules and stick to them. Fair play is most important.
7. Don't play confusing games. To do so spoils the child's pleasure.
8. Develop reason and judgment about risks and dares.
9. Encourage the timid pupils to give dares and to take risks.
10. Don't make the games too serious. Get laughter out of them.
11. Team play is most important, especially for older children.
12. *Honor*. It is far better to lose than to do anything that is dishonorable.
13. Put yourself into the game that you are teaching and the children will catch your spirit.

A SUGGESTED PROGRAM BY WEEKS

1. The preparation-day advertising automobile parade.
2. A picnic, as near the church as possible to cut down expenses.
3. An automobile parade ending with an ice cream treat.
4. A picnic, same place and same games and so forth as at first. The children will be ready for it all right.
5. The commencement program followed by the exhibition of the handwork made by the pupils.

FOURTH OF JULY

Do not close the school for the fourth of July unless local conditions make it necessary. The children will, as a rule, rather be in the Vacation school than anywhere. Put on some patriotic features and introduce a surprise

feature or two. Of course, hints should be made about the surprise in advance of the day so as to awaken interest.

WHO MAY ATTEND OUTINGS?

Remember to keep the outings strictly for the pupils of the school, their little brothers and sisters too young to attend, and their out-of-town visitors. Put a premium on the outings. If they are thrown open to Sunday school children who do not attend the Vacation school, they lose their value as drawing cards.



JUNIOR D.V.B.S. BOYS, MADISONVILLE, TENN.

CHAPTER EIGHT

THE ADMINISTRATION OF THE DAILY VACATION BIBLE SCHOOL

SECTION TWO

MAKING ANNOUNCEMENTS

No announcements should ever be made in any worship period. For the Juniors and Intermediates, it is suggested that the principal make his announcements at the close of the joint music period just before the salutes. Each departmental superintendent should select a time she thinks best suited for her own department, but be careful never to let them intrude in the worship period.

Making announcements is a very common occurrence in the churches of the country; but they are very often poorly made so that they are not only uninteresting, but also unnoticed. The principal and his superintendents should try to make their announcements so that the pupils will listen to them and understand them. By the permission of the Fleming H. Revell Company, publisher, and Mr. E. C. Knapp, author, the following helpful suggestions from the "Community Daily Vacation Bible School" are given:

ANNOUNCEMENTS

"We have found it a very satisfactory arrangement to have the announcements together with the health and habit talks following the opening worship. Since part of our job in a Vacation school is to develop character and form good habits, we make a mental note of some of

the shortcomings of the boys and girls, and then give a few words of advice before we start in with the rest of the program. It may be necessary on the opening day to include these suggestions in the announcements in order that the boys and girls may have a very definite understanding. Sometimes, during this opening period, we say something about conduct somewhat as follows:

“We are glad our school is so large. We were expecting a big school, but the attendance is much larger than we really expected. We take it for granted that every boy and girl is here for business. Before the morning is over we may find that some boys or girls have come just for fun. We may also find that some of you have not had good training in the home. If so, you will advertise it before the morning session ends. We want to say at the very start that we want no running or yelling within the building. If you do not already have self-control, we want you to learn it while you are here. We want you to be courteous and considerate. We are wondering how many of you are willing to do your very best to make this school a great success. Will you hold up your hands? How many of you, so far as you know now, think you can be regular or punctual? Hold up your hands. Before we go any further I am going to give you a slogan which I would like to have you repeat every day—“Good, better, best; never let it rest, till our good is better and our better is best.” Let us all say it together. Will the girls say it? Now the boys say it. All together, give it once more.’”

MANAGING THE FINANCES

How may the School be Financed, in chapter four, suggests several different ways by which a school may be financed. However, in whatever way the finances may be raised, it becomes the principal's duty to administer them. He should work for ample funds with which to conduct the school in an efficient manner; for a cheap school is as unsatisfactory as a cheap pair of shoes and more costly. However, he should take the utmost care

to see that no money is wasted and that every dollar is made to purchase the most possible. He should use the "Principal's D.V.B.S. Book" and keep his expense accounts in it on the pages provided for that purpose.

He should be the purchasing agent for the school. It will be far better for the superintendents and teachers to make out the bills of what they want and turn them over to the principal to order. Otherwise, it will be difficult to keep up with the expenses of the school. When, in any emergency, a superintendent or teacher makes a purchase or sends a helper to make a purchase, the purchaser should ask for an itemized bill and either pay it, or else O. K. it and turn it over to the principal.

If the church will do so, and it ought to, it should give the principal sufficient money at the beginning of his services to enable him to pay cash as he purchases supplies. If the school is to be supported by free-will offerings, he can turn in the offerings at the close to reimburse the treasurer so far as they will do so. He should pay by checks, as they automatically provide receipts for him.

The principal should ask for an itemized bill or make one for every purchase. When he enters the first bill in his book, let him number that bill number one; and then after the entry in the book, in the column provided for that purpose, put the same number. Succeeding bills should be entered in the same way and numbered in order. That enables him at any moment to see just what each and every entry in his book covers. When he numbers a bill and enters it, he should file it for future reference. He may write on each bill the number of the check used to settle it.

If any teacher or worker pays a bill, have her turn in the bill. Pay her, even though she wants to contribute it. Let her contribute the check; else what she has bought will not show up in the costs of the school.

If ice, lumber or other material is contributed, make a bill for it. Enter the bill as other bills and number it in order. Then immediately under the entrance of the bill, for example, enter as follows, "Donated by W. T. Johnson Co., bill number 5." Then in the receipt

column enter the amount so that the donation will be properly credited. Donations are same as money. It is as if the articles were bought and paid for at the market price; and then at the close of the school, the company sent a check for that amount as a contribution. If these donations are not thus entered, the costs of the school cannot be correctly determined.

Buy all that is needed, but do not be extravagant. Do not let material be wasted to run up the costs. Caution the superintendents and handwork teachers about this.

The superintendents and handwork teachers should consult the principal about expenditures. It is very easy to run up a big bill on even one handwork project for fifty or sixty Juniors or Intermediates. Make it a rule in planning handwork to keep it inexpensive. So many things are made that unless these items are watched, the handwork costs will be excessive.

FREE-WILL OFFERINGS AT COMMENCEMENT

Work up the free-will offering at the commencement. If properly looked after, it will cover the costs of the school. Even though the church should put the school expenses in the budget, it should make provision for a freewill offering. It is a poor policy to let children attend a school twenty days, furnish them free tuition and supplies, and then not give them and their parents an opportunity to show their appreciation by making offerings. The text-books of the Sunday School Board make provisions in the programs for messages to the pupils along this line.

Use free-will offering envelopes. Give one to each pupil and send one to the parents of every child and ask them to put an offering in it and bring it or send it for the offering at the commencement.

SECURING EQUIPMENT

The principal and his superintendents should read over "Things to Get" in the departmental text-books and see

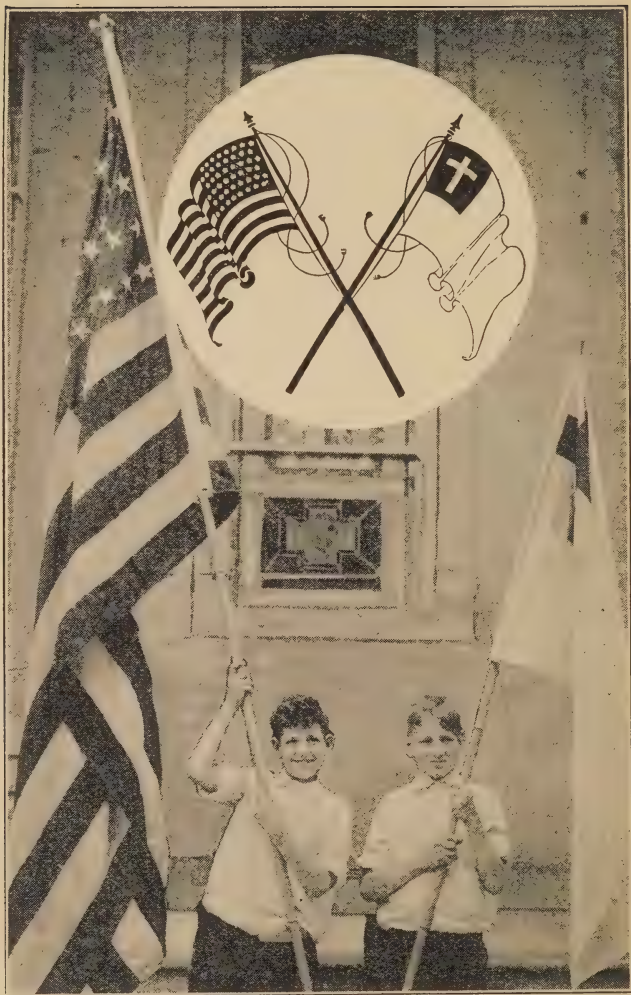
that each department is as completely equipped as possible. However, let no church fail to hold a Vacation school because it cannot get all the equipment it needs. As in the Sunday schools, the workers must do the best they can with what they have. It is surprising what ingenuity can accomplish in overcoming difficulties. Some equipment may be borrowed or rented; and some may be improvised. Sometimes, some of the equipment needed can be made by the Intermediate boys in the handwork period,—blackboards, sand tables, work benches and so forth. They can also make a box for the sand pile, a see-saw or teeter, put up swings and make other playground equipment. Sometimes, the Vacation school can purchase equipment that the Sunday school has not been able to get and let it become a permanent part of the equipment. One Vacation school bought one hundred Bibles for the Juniors and Intermediates to use in their sword or Bible drills. They were charged to the expense account of the Vacation school, even though they were used constantly thereafter in the Sunday school departments and the unions of the church. A Vacation school may not have all it needs the first year; but, if it keeps adding equipment year by year, it will be amply supplied in a few years.

PIANOS

If a piano is not available for a department, perhaps one can be borrowed: or it may be rented possibly from some music house. A piano ought to be placed in the main auditorium for the daily joint Junior-Intermediate program; and there should be one in each of the Beginner, Primary, and Junior departments. Have the pianos tuned and put in good condition for the school. Out-of-tune pianos not only make the teaching difficult; they also dull the pupils' appreciation of good music.

FLAGS

See that the U. S. and the Christian flag are of the same quality and size. Do not take a large silk U. S.



THE UNITED STATES AND CHRISTIAN FLAGS SHOULD BE
EQUAL IN SIZE AND QUALITY

flag and use alongside it a much smaller Christian flag of inferior quality. Such a combination is unattractive; furthermore, it makes the children unconsciously feel that the Christian flag is an inferior flag. The Christian flag may be made. Buy the material and turn it over to the teachers. The following directions for making a Christian flag are taken from "The Church Vacation School Handbook," by the permission of the author, Dr. Thomas S. Young, Director of Church Vacation Schools for the American Baptist Publication Society, and the Society:

Directions for Making Christian Flag

A convenient size for each pupil to make for himself is a flag with measurements as follows: White background, $17\frac{1}{2} \times 11\frac{1}{2}$ inches; blue field, $6\frac{1}{2} \times 6\frac{1}{2}$ inches. The cross is formed by two pieces of material, the longer one measuring five inches, and the shorter, to be used for the horizontal bar, four inches long. Both these pieces measure $1\frac{1}{2}$ inches in width. If a flag, either side of which can be used, is desired, the field and the cross should be in duplicate. The above specifications allow for $\frac{1}{4}$ -inch seams on all sides.

(It is suggested that if a large flag is to be made by these figures being used as a basis of computation, that the white field be considered 12×18 inches, or in proportion of two to three, plus $\frac{1}{4}$ -inch for seams on all sides.—*Editor*.)

To make, (1) Hem material on all four sides. (2) Find center of blue field and place the horizontal bar of the cross and baste carefully in position. It should be placed exactly in the center of the blue field from left to right, and $1\frac{3}{4}$ inches from the top of the blue field. (3) Baste on the long piece, which should be $\frac{1}{2}$ -inch from the top of the blue field. (4) Sew the cross to the blue field, using slip-stitches, being careful that the stitches do not show through to the other side. (5) Baste the blue field in the upper right-hand corner of the white background and sew with slip-stitches.

To make this flag use $\frac{1}{2}$ -yard of white chintz, 1-5 yard of blue chintz, and 1-16 yard of red chintz.

(NOTE—This is a flag to be used in the department.)

Directions for Making Christian Flag for Use in Patriotic Exercises in the Vacation School

A beautiful silk flag can be made at a minimum cost. Enlarge the specifications given in the preceding directions by three, thus making the dimensions as follows: White background, $51\frac{1}{2} \times 33\frac{1}{2}$ inches; blue field, $18\frac{1}{2} \times 18\frac{1}{2}$ inches; the perpendicular bar of the cross, $14 \times 3\frac{1}{2}$ inches, and the horizontal bar, $11 \times 3\frac{1}{2}$ inches.

In making the silk flag, the blue field and the cross should be cut in duplicate, and one field basted and sewed with slip-stitches first; then the second field should be matched on the reverse side, basted and sewed with slip-stitches.

DUPLICATING DEVICES

A duplicator of some kind is a great asset to a Vacation school. If the church has a rotospeed or a mimeograph, it can be used to good advantage in making copies of the handwork patterns found in the text-books. If one is not owned by the church, perhaps one can be borrowed or rented for the duration of the school. Some business firm may be glad to co-operate in the matter.

There are a number of duplicators on the market which can be bought for a few dollars. Any teacher, however, can make one for herself with but little trouble and at little expense—fifty cents or a dollar. The following directions for making a hectograph are adapted, by permission of the publishers, the American Sunday School Union, from Sudlow's "All About the Junior."

How to Make a Hectograph or Duplicator

A tin cake-pan, an inch deep and about eight by twelve inches, may be used. Soak four ounces of white

glue over night in eight ounces of water. Use a double boiler, as direct heat decomposes the materials, and thorough amalgamation without cooking is necessary. Add slowly to the melted glue sixteen ounces of glycerine; and when thoroughly melted, add a few drops of carbolic acid to keep the mixture from becoming mouldy. Stir with a spoon while melting and keep plenty of water in the lower part of the double boiler.

Carefully pour the mixture into the pan and keep it entirely free from bubbles. Let the mixture run out slowly. Do not scrape the pan. Put the pan on a level surface and do not handle until the mixture becomes cold, when the surface will be smooth and firm.

Make the original copy very carefully, using hectograph ink [it may be bought at a book store or ordered from the Sunday School Board] and a stub pen. Use a hard-finished paper that will not absorb much of the ink. Make every stroke so that there will be a metallic luster. Do not blot it, but leave it to dry of itself. When it dries, place the copy face down on the hectograph and rub uniformly with the hand. Let it remain several minutes. When it is removed, the hectograph will be ready for use. To make copies use a soft, smooth paper that will absorb ink. Lay the paper on the impression on the hectograph and smooth it gently with the hand (sometimes a hundred copies can be made from one impression). Be very careful not to injure the face of the hectograph when removing the paper. It is well to keep one corner off the plate by which to remove the paper.

When through making the copies desired, cover the hectograph with a little warm water and sponge very carefully with a soft cloth. Pour off the water and sponge again to absorb all moisture. When the ink shall have been absorbed, the hectograph will be ready for use again. If the surface of the hectograph becomes scratched, remelt and smooth as at first. Melt by putting the pan over boiling water, but do not stir.

Keep the hectograph in a cool place when not in use. It will work better, however, when warmed up some just

before use. It will make much neater, clearer copies if kept from the dust.

HOW TO MAKE PASTE

As children use much paste, it is cheaper to make than to buy. A quantity can be made at a time. The following recipe will provide a pint:

Heat one cupful of flour until thoroughly dry; add a pint of cold water and stir till the paste is free from lumps; add hot water slowly (about a pint and a half), stirring until the paste is the thickness desired; bring it to a boil for about four minutes, stirring rapidly; add a teaspoonful of carbolic acid, oil of cloves, peppermint or pennyroyal when it is half cooled; keep it sealed when not in use. Pint fruit jars make good containers.

TOOLS

A sufficient number of scissors should be ordered to care for the needs of each department. Do not get sharp-pointed scissors for Beginner and Primary children. The Juniors and Intermediates may use them. Some of these pupils may bring their own scissors. If they do, furnish each one of them with a cork to put over the tips of the scissors when carrying them back and forth.

The boys can often bring in an assortment of saws, hammers and other tools from their homes. Have them plainly mark their tools so they will not get lost. Tools of medium cost can be bought at local stores. Try to get enough to meet the needs of the boys so that none will have to be idle while waiting for tools. By putting tools away at the close of the school (be sure to grease them well to prevent rust) they can be brought forth again in succeeding years.

SECURING SUPPLIES

BUYING SUPPLIES

Many schools can purchase most of their supplies at home. Drugstores, hardware stores, ten-cent stores, bookstores, dry goods stores, job printing plants, second-

hand stores and pawn shops can all be visited. Principals in the smaller places and in country districts may, with their superintendents, visit neighboring cities to purchase supplies they cannot get at home. D.V.B.S. catalogs may be consulted, both for checking needed items and also for making orders of material that cannot be more advantageously secured at home. The principal should be as shrewd a buyer as possible. By giving attention to the matter and buying properly, he may possibly save ten or fifteen dollars on his supply bill of say one hundred dollars. As has been suggested elsewhere, the principal should be the sole purchasing agent.

A Vacation school should not use shoddy material. Oftentimes, however, it is unnecessary to buy the best. For example, second-class lumber is often as satisfactory as first-class. Buy according to the needs of the school.

SECURING DONATIONS

Business men are besought overmuch, no doubt, for contributions of supplies to various church organizations. A principal should be careful not to secure grudgingly given supplies. If he knows, however, of men who are deeply interested in the work of his church or in the Vacation school, he may approach them with reference to donations or heavy discounts. However, he should, as is suggested in the section on managing the finances, enter the donations in the expense book at their retail value and then credit the gift in the receipt column.

SECURING FREE MATERIAL

Much of the material needed for the handwork hour can be accumulated free of charge. The cardboard put in the shirt fronts by laundries is useful. Spools, clothespins, sample wallpaper, all sorts of paper and cardboard boxes, all kinds of fruit and vegetable crates and baskets, scraps and remnants of cloth, such wooden boxes as may be secured from stores, refuse lumber, empty cans, bottles, peanut jars, cigar boxes, inner tubes, old leather,

manufacturers' samples, waste lumber from buildings under construction, and all sorts of other material that will suggest themselves to the principal, can be gathered up. Use the children in the Sunday school to help gather supplies. Call on them for magazines, pictures, post-cards, and material that they can bring from home. For suggestions about this, re-read *Mystery Bundles*, chapter four. •

Naturally, the kind of handwork to be done in the school should be determined to some extent by what material is available locally.

All the Sunday School Board D.V.B.S text-books have sections of handwork patterns with directions for making the handwork. But it is impossible to make them comprehensive enough to meet all situations. Therefore, other books with handwork patterns and suggestions are recommended. These should be studied by the principal and the handwork teachers of the several departments in advance of the opening of school and such selections made as will be most suitable to that particular school.

The material should be collected, classified and distributed to the departments before the opening of the school. All soiled material should be discarded. Do not let the accumulations not wanted lie about the building and grounds as waste material throughout the school; get rid of them. Whatever valuable material may not be needed, put it aside in some unused place till the close of the school; then store it with the other unused material for possible use another year.

WHAT SHOULD BE FURNISHED THE PUPILS?

Some schools require the pupils to furnish their pencils, paper and handwork material. It is far better, however, for the school to furnish everything. Make the school entirely free. Let the parents and children pay for their material in the free-will thank offering at the close of the school. Why is it better to do this? For one thing, some children may not be able to secure even

the few things asked of them; and again, some parents may send their children, but either be unwilling to furnish them supplies or negligent and dilatory about getting them. Again, if the principal buys them in large quantities, he can purchase them cheaper than the children can buy them, and he can also have uniform equipment. Therefore, let the principal lay in his supply of pencils, tablets, crayola, carbon paper, and other needed material and distribute the supplies to the departments through the helpers as needed. There is one exception to this all-inclusive rule: if the boys or girls wish to make some rather expensive handwork for themselves, they should furnish their own material. Even here, the principal should have material available for other pupils who may not care or be able to use expensive material. In the Vacation school, the principal and the superintendents should always be careful to see that no child is handicapped or embarrassed by lack of funds.

TAKING CARE OF EQUIPMENT AND SUPPLIES

No equipment should be abused. No material should be lost or wasted. The handwork teachers should distribute material only as needed. Teach the children economy in handling it. If a pupil wantonly damages or destroys his material for any object, deny him the privilege of participating in the making of the object; or else make him pay for what he destroyed before he can share further in the work. Do not permit the pupils to go to the supply rooms for their material. They will disarrange and waste it.

THE COMMENCEMENT

PURPOSE OF THE COMMENCEMENT

The commencement is primarily a demonstration and only secondarily an entertainment. Incidentally, it provides the pupils with one of the happiest social periods of the entire school. Not only do they enjoy entertaining their friends; they rejoice especially that

their parents are present. Every effort should be made to secure the attendance of the parents; for, if the commencement is properly conducted at the close of a successful school, it makes a tremendous pull on the heart-strings of the parents and often paves the way to the hearts of unconverted, indifferent, non-church-going fathers and mothers. It not infrequently happens that parents are present who seldom enter a church door.

Again, it affords the principal and the pastor their very best opportunity to demonstrate the value of the school to the community and to commit both parents and pupils to a school another year. What is wanted is not an ephemeral, isolated Vacation school, but one that will become a fixture in the educational work of the church and be permanently supported, pastor or no pastor.

TIME TO HAVE THE COMMENCEMENT

Most schools have the commencement on Friday evening of the closing day, which is, all things considered, the best time. Sometimes, the afternoon, of the last day is used. Infrequently, the eleven-o'clock hour on Sunday morning is utilized. Sometimes the Sunday evening hour is selected.

Sunday morning is not often the best time, as frequently children from other churches who have attended the Vacation school cannot attend, nor can their parents. The Sunday evening hour is partly open to the same objection. Furthermore, the congregation is likely to be larger than can be accommodated.

If Friday evening is selected and the proper efforts made to secure the parents, there will probably be a packed house. A week-day evening offers an atmosphere more in keeping with the spirit of the commencement and gives the church an opportunity to fill its building at an extra service. No doubt, all are agreed that people cannot go to the Lord's house too frequently. Why, then, throw away an extra opportunity?

The Hour. If held in the evening, have it at dusk. Remember that the little ones in the Beginner depart-

ment get sleepy early. Their parents will not want them to stay up too late.

Select the hour and advertise it thoroughly. Let it be known that the program will begin exactly on time and that if the parents and visitors are not in their seats before the processional, they will miss seeing one of the most beautiful features of the program. Drill it into the minds of both pupils and faculty that the program will begin exactly on time.

· ADVERTISING THE COMMENCEMENT

Some of the text-books have patterns of invitation baskets that the children may make. They can then write invitations to their parents and put them in the baskets. Each departmental superintendent should plan some invitation method for her own department. The children may make invitation cards or write little notes. Some of the pupils in the Pontotoc, Mississippi, D.V.B.S. of 1925 wrote the following invitation to their parents:

"Dear Mother: Our vacation school is over;
So tonight at the hour of eight
We're going to expect you and daddy
To be with us and not be late.

"We want to show you our handwork,
And repeat our Bible verses, too;
We'll tell some stories and sing our songs,—
Our commencement will thrill you through."

The Juniors and Intermediates may make invitation posters to use in the church building and at other desired points. Announcements should be made about the commencement in the Sunday school the Sunday preceding it. The pastor should also speak of it at his preaching and prayer meeting services.

The principal should prepare a news article about the commencement for the local paper and prepare as much interesting copy about the school in connection with it as he thinks he may get printed.

WRITE A LETTER TO PARENTS

About Tuesday before the commencement is to be held Friday night, send out to each father AND mother a letter inviting them to the commencement and giving them information about the cost of the school and the opportunity that will be given them to make a freewill offering. This letter is very important and should not be neglected. Turn to chapter four on promotion and read *Letters*. The following letter is inserted for its suggestiveness:

DAILY VACATION BIBLE SCHOOL

Washington, Ga., July 25, 1923.

Dear Friend:

We are very anxious to have you attend the commencement of our Daily Vacation Bible School next Friday evening and witness a demonstration of what your children and others have learned during the month. It will begin exactly at 7:30 on account of the little ones. Please be in your seat, therefore, by 7:25 so that you can witness the beautiful processional march. The program will last about one hour and will include demonstrations by every department of the school. After the program, the school will keep open house so that you can see the exhibits of handwork. Please do not disappoint your children and the faculty by being absent.

We have enrolled 262 children and had a most successful school. It has cost to date \$271 and will probably cost ten or fifteen dollars more. The average cost per person enrolled has been slightly more than one dollar, or a tiny fraction over five cents a day per person. We shall receive free-will offerings from the pupils, their parents and our friends in order to take care of the costs. Being confident that you will want to have a worthy part in the offering to show your appreciation of the fine work our faculty have so generously done without remuneration, and to help care for the expenses, a little offering envelope is enclosed. Please put your

offering in it and write your name in the space provided so that in the event of a deficit we will know what friends have helped us and on which other ones to call. If for any reason you cannot attend, please send the envelope by some one.

We shall also thank you if you will take a little time at once to write us a note of testimony as to what the school has done for the children and what you think of a Vacation school. Tell us of any interesting things the children have said about the school and how they like it.

Assuring you that we have greatly appreciated your co-operation, that it has been a joy to the faculty to give of their time and effort to make the boys and girls have a happy and profitable time, and hoping you can be with us, I am,

Sincerely yours,

....., Principal.

PREPARING FOR THE COMMENCEMENT

No time should be taken from the daily schedule to prepare for the commencement. As the departmental programs should be made up of work actually done in the school, all that is necessary is for each superintendent to select some of the things the children have enjoyed most, and then put in some extra time drilling on them at the regular periods for memory work. On Thursday before the commencement on Friday, it may be well for each superintendent to extend the recess period about ten minutes in order to have the children go through their program on the rostrum in order to work out the details of arrangement and the march, and still have time left for the children to get their water. If necessary, this may be repeated on Friday. The departmental textbooks make full suggestions in the programs of the last week with reference to preparation, and also offer tentative programs built up out of the work of the department.

Have the full regular program on Friday as outlined in the text-books. Have selected pupils return in the afternoon and assist the faculty in decorating the departmental rooms and preparing the exhibits. Do not let any unneeded children loaf about the building. Lock the doors to the departmental rooms when they are made ready and do not open them until the time for the evening program.

Reserve plenty of seats for the pupils and have them take their regular places. Do not overlook a place for the Beginners in the event they have not had any part in the general worship periods. See that ushers are provided and that they are present at least fifteen minutes before the time for the processional.

Explain to each departmental superintendent that she will have a maximum time of only ten minutes in which to get her children on the rostrum, give her demonstration and get them off. The actual program should not be over eight minutes. She should time it out in practice and bring it within the time.

THE COMMENCEMENT PROGRAM

There should be two parts,—the commencement program proper, and the exhibits. The commencement proper should not last over one hour. The people may remain to visit the exhibits as long as they wish.

1. Begin with the processional. Have the children line up and march to their seats as they do daily. Then go at once into a typical worship period. Do not make any explanations to anybody. Act as though no one were present and you were having a worship period at the regular time. Close the worship period with the salutes to the flags and the Bible.

2. Explain briefly how the worship is carried out each day, whether in a general group or by departments and explain that for the Juniors and Intermediates a joint period of music and a brief habit story follow.

3. Have each department in order, beginning with the Beginners, give its demonstration. When the Beginners give their program, let them march out to their room,

as they will become tired. They may return when the Intermediates finish.

4. Recognize the children who have not missed a day; and then those who have not been tardy at all. Simply have them stand; do not call out their names.

5. Present the pupils' recognition certificates and make such announcements as may be necessary. See *Use of Recognition Certificates*, chapter seven.

6. Present the recognition certificates to the teachers. Make a brief talk in appreciation of their unselfish service. (See illustration on page 120.)

Have the parents give a rising vote of thanks to the teachers. Perhaps some plans have been laid for giving a reception to the faculty by the parents or some group in the church the week following the close of the school. If so, speak of it at this time; but be brief. The children may be asked to stand also as a token of their appreciation of the teachers. These evidences of appreciation are well deserved by the teachers; furthermore, they develop an altogether helpful spirit in the church.

7. Now is the time to take the offering to help defray the costs of the school. If the program has been all

DAILY VACATION BIBLE SCHOOL

To help defray the expenses of the Daily Vacation Bible School, I am enclosing the sum of \$_____;
a pledge of \$_____ which I will pay in a few days.
(Checks are welcome.)

Name_____

Address_____

that it should have been, the parents will be happy and in a fine frame of mind to make their offerings. Perhaps they will put more in the offering envelope than they had previously planned.

Speak briefly of the total cost of the school, the average cost per person, and then ask the people if they think it has been worth it. Surely, if the teachers have been willing to give their time, and the church to furnish the building and provide all materials needed for the school without a single cent of cost to any one, the pupils and parents will be happy to do their part by caring for the actual expenses with their offerings. Suggest that if any are not prepared to pay cash, they write their name and the amount they want to give on the papers that will be in the plates and turn them in. They can pay later to the principal, the pastor or any other one the principal may designate.

Select Junior and Intermediate boys to pass the plates. Select those who have been splendid pupils and so announce, thus honoring them. Girls may be used, if desired. Have some slips of paper on each plate for those who may not have had the cash with them.

8. Announce the amount of the daily or weekly missionary offerings of the school, both by departments and the total, and then tell what will be done with the offering. It should not be used to defray the expenses of the school. See page 230.

Announce that the amount of the free-will offering will be given at the services Sunday and that those not present at the commencement will be given an opportunity also to make offerings.

Ask all children who have enjoyed the school to stand. Then while they stand, tell them if they want another school next year to hold up both hands high. Now ask the parents to stand who would like for the church to have another school next year.

Make announcements about the exhibits. If any of the handwork is to be sent to an orphanage, a hospital, a mission field or used in some way to serve others, make mention of the fact.

9. Ask that after the benediction, the congregation stand until the children march to their departments where they will, with their teachers, be hosts to their friends. Have the recessional played. It may continue until the parents and friends have also passed into the departmental rooms.

THE EXHIBITS AT COMMENCEMENT

Of course, the boys and girls will be proud of their decorated rooms and their exhibits which they and their teachers have put on display. The name of the maker should be on every piece of handwork. Group the articles. If any are to be given by the children to some special object, group them and put a poster by the group telling where they are to go.

Have no first, second or third awards. They are unnecessary, and it is almost impossible to award them fairly. Furthermore, they often minister to a streak of vanity in those who win and cause a spirit of dissatisfaction among those who lose.

Never let the children take any handwork home at the close of the exhibit. There is confusion then, and the children may not get what they have made. The faculty should remain until the room is clear and then lock the door. Previous announcements should have been made to the children. They can return at the designated hour the next day, when the faculty will open the door and be sure to give each child what belongs to it. If any handwork is to be sent to some institution, keep it to exhibit at the Sunday school and church the following Sunday and then pack it on Monday and forward it to its destination.

CONSERVATION AND FOLLOW-UP WORK

Many of the contributions that a Vacation school should make to the church will be lost if the pastor does not promptly and systematically conserve the results of the school. Do not think, when a Vacation school has

succeeded in making the boys and girls happy for a month and given them a worth-while program that it has exhausted its good ministrations. There are many rich things in store still for the pastor and the church if they will but receive them.

CONSERVE THE SUPPLIES

1. See that the departmental faculties assort, classify and pack all left-over handwork material and such supplies as pencils, crayola, notebooks, paper and so forth. Do not let all this go to waste nor go to the Sunday school, which will not need most of it. Save it and reduce expenses for the next session.

2. Gather up all the text-books, the general reference books, the music books, and all other books and put them away. Do not let them remain in the hands of the faculty nor get scattered about the building nor throughout the membership. By proper conservation, the book-expense item will grow less after the first year or two.

If any of the faculty wish to keep any of the books for use in connection with B.Y.P.U. or Sunday school work, make a list of those let out so that they can be located for use when needed. (See "Principal's D.V.B.S. Book,"—*Record of Books Bought*.)

3. Every school should use the registration cards, or it is likely that much helpful information the principal ought to have during the school, and the pastor afterwards, will not be secured. By all means, the pastor should secure the complete set of registration cards for careful study and have the principal turn over to him the "Principal's D.V.B.S. Book." When he shall have carefully studied them and made such use of them as he may be able for the time, he should not throw them away, but keep them for reference and for use in connection with the promotion of the next session. The "Principal's D.V.B.S. Book" should be preserved like the church clerk's records. It contains valuable historical data that ought not to be lost.

STUDY THE CARDS

1. Check over the cards for unconverted children. Perhaps a number of the pupils have been won to Christ during the school. Follow up with personal conferences. Have interviews with the superintendents about the personal work done and the decisions made by the pupils. Many pastors have reported that baptisms have followed the school each year. One church in 1925 reported twenty-eight conversions in the Junior department alone. If the pastor did not follow up the work done in that department, he failed in his duty.

2. Check the cards to see what children were not in any Sunday school. Then take the proper steps to secure them. Often they can be brought into the Sunday school while the Vacation school is still in session.

3. Check the cards to discover among the parents—(a) members unaffiliated with the local church; (b) those not members of any church. Then use effective follow-up methods. Often indifferent parents have their hearts softened because of the appeal the church makes to them through its ministry to their children in the Vacation school. Many pastors have reported that unchurched parents have been won to regular attendance and to an acceptance of Christ as the result of follow-up work. Frequently, the list of parents can be turned over to the proper Sunday school workers for a check against the enrollment of the several classes. If not members, systematic efforts can be made to win them, often with most gratifying results.

INTERVIEW THE SUPERINTENDENTS

Have a conference with each departmental superintendent. Find out from her everything possible about her department. Get her estimates of the work done. Secure suggestions from her as to what follow-up work ought to be done in her department. Then devise plans by which she and her workers may do as much of it as possible. Ask her what workers have been discovered

that can be used in the Sunday school. If any of the helpers from among the young people showed promise, interview them about their becoming assistant or reserve teachers in the Sunday school, and see that they attend the various training classes of the church.

Of course, if the pastor did not act as principal, he should have a number of conferences with the principal with reference both to the work accomplished and the follow-up work.

PROMOTE INTEREST IN OTHER CHURCHES

The D.V.B.S. work is new in the South. Only 300 of the 28,000 Baptist churches had Vacation schools in the summer of 1925. There ought to be a Vacation school at least in every church that has a Sunday school. The churches that have schools and discover their great value can do much to popularize the movement among the people and thus get other churches to put them on. This can be done in a number of ways.

1. Build up an exhibit from the handwork, notebooks, posters and other things made by the children of the school. The exhibit may be displayed in the local church for some weeks following the close of the school, both for the pleasure it will give the children and the effect it will have in developing a deeper interest in the work of the school among the pupils themselves, their parents and the church. It can also be put in use again for promotional purposes in the church about a month before the opening of the next session.

Take the exhibit to county, district and state fairs. Take it to associational meetings of the Sunday school and B.Y.P.U. conventions, and the associational meetings of the W.M.U. and the churches. Have some workers go with it and talk to the people about it. (Have some of the books on exhibit also.) Not only will this be good mission work; it will also react favorably on the church that does it.

2. Make engagements to visit other churches with the faculty and tell what a Vacation school is and what it

does. Personal testimony is always helpful. Sometimes, some of the Junior or Intermediate pupils may be taken and a demonstration given, much as the B.Y.P.U.'s give demonstrations. Try to get other schools established in the association.

One 1925 Vacation school pastor did some fine conservation work by taking his faculty immediately after the close of his school to another and much smaller church in his city where, with a few of his workers, he put on a three-day school just to introduce it to the church and its neighborhood. The pastor of the smaller church, in writing about it, said, "It was very popular with the children, and I think we will be able to put on a regular school next year."

3. See that the Vacation school is talked about at district meetings and in the associations. Find out how many were held in the association and see that a place is given in the associational minutes for a record of the schools. They deserve the same consideration as the Sunday schools and the unions.

4. Make a report to the church in conference. Send two reports to the state Baptist D.V.B.S. secretary. If every church will send in these reports, it will help the Sunday School Board tremendously in promoting the work throughout the territory of the Southern Baptist Convention and in making it more effective. A pastor should not only be interested in having a good school in his church; he should want to see a good one in every church. The prompt sending in of the annual report of his school will help greatly along this line.

GIVE OCCASIONAL DEMONSTRATIONS IN THE SUNDAY SCHOOL

Occasionally, before the whole school, have the children give demonstrations of the work they did and of what they learned in the Vacation school. If there are no general exercises, the demonstration may be given departmentally by different groups of the pupils. They may sing some of the hymns learned, quote some of the

memory work or do other things that will not take much time. Such programs will please and help the pupils; they will also keep the work of the school constantly before the church and make it easier to put on the next session of the school. Newcomers into the church and Sunday school will also learn about the school in this way.

PROJECT THE WORK INTO THE PUBLIC SCHOOL YEAR

A good Vacation school often brings a church to realize that children will flock to it for instruction in the week time. There is no doubt but that the work of the Sunday school can be extended so as to have week-day sessions and the methods of the Vacation school utilized to make it successful.

A Midweek Story Hour

Take some of the Vacation school or Sunday school teachers and put on a midweek story hour. Have the hour at the time most suited to local needs. Often Wednesday afternoon will be most acceptable, both because it is halfway through the week and the church building, when the weather is cold, is heated for the prayer service. Grade the work by having three departments—Primary, Junior and Intermediate. The teachers can secure many excellent books that are on the market. The Vacation school text-books should not be used unless for reviewing or retelling the stories told in the school just held. Never should a new book be used, as it will hurt the use of the book at a later Vacation school. Information about good story books may be easily secured.

Week-day Sunday School Sessions

Have a week-day session under the auspices of the Sunday school. Use the departmental rooms and departmental faculties as far as possible. Perhaps Wednesday afternoon will be the best time for it. Have it

after the public school session is over. Of course, all the children will not attend; but, if the work is made interesting, many will come.

If such a session is held, have a brief worship period and have the salutes to the flags and the Bible. Have a good story from the Bible and follow it with a good character story that will be suitable. Have some Bible or sword drills in connection with the work being done in the Sunday school. Have a memory drill period, and work on the prescribed Sunday school memory work. Have some expressional activities, but no handwork that calls for sewing or woodwork; let it be notebook work, map making, poster making, dramatizing Bible stories, retelling stories, and so forth.

If this work is attempted, remember that the attendance of the child will be purely voluntary and that the work, therefore, must be made attractive to him. If the teachers will study this volume carefully and put Vacation school methods into use, they can, no doubt, often make a week-day session helpful in many ways.

Week-day School

In time, if a number of annual Vacation schools are held and effective follow-up work done, the church may find its way to a permanent week-day work without in any way infringing on public school time or having to enter into any sort of agreements with public school boards of education or city boards of religious education. Each church, if it will go at it seriously, can build a week-day session into its regular educational program as an additional unit to take its place with the Sunday school, the Vacation school and the B.Y.P.U.

PROBLEMS

No school will be without its problems. Some schools will have more than others. Each school will have to do its best, overcoming obstacles and removing difficulties, if possible. If it cannot get all of them out of the way,

it should go ahead and do the best it can. Many of the problems with reference to sufficient room, equipment, teachers and so forth have been discussed under various headings through this book. The state D.V.B.S. and Sunday school secretaries will be glad to extend such help as they can in helping to meet difficult situations. The D.V.B.S. Department of the Baptist Sunday School Board will also be glad to answer any inquiries with reference to difficulties.

PICTURES OF THE SCHOOL

In this day of the universal use of the kodak and similar picture-taking devices, no school should fail to secure good pictures of the several phases of its work. Find a large kodak and some one who is proficient in its use. Have pictures made of the faculty, the several departments, and the school as a whole. Take pictures of any special activities either in the daily sessions or in connection with the outings. When getting pictures of the school, try to get a good background and take pains to group the school effectively. Do not permit children to straggle about, takes freak poses or lie on the ground in unconventional ways. The Sunday School Board is glad to get good pictures, but it cannot use those with such defects as have just been described.

1. There is space in the "Principal's D.V.B.S. Book" for two pages of pictures. What a fine thing it will be for a church to preserve for permanent record the pictures of the Vacation school in this way.

2. Take some pictures the first week of the school. Select the best and send them to some company to make into lantern slides. At the commencement, surprise both the pupils and the congregation by showing the pictures on the screen. The Victor Animatograph Company, Davenport, Iowa, makes beautifully colored slides for about sixty cents each. A half dozen can be secured for between three and four dollars and charged to the cost of the school. After the school closes, the slides can still be used to the great enjoyment of the children.

3. After getting the pictures made, select the best ones and have two extra copies of each made. Send one set to the state Baptist D.V.B.S. or Sunday school secretary, and the other to the D.V.B.S. Department, Baptist Sunday School Board, Nashville, Tenn. Both secretaries will be happy to get the pictures and to make use of them in their work. Be sure that the name of the church, the post office and state, and a description of the picture is on the back of each one.

4. Have some motion pictures made of the school. This may seem impossible, and it may be impracticable in most cases. No doubt, however, a good many schools can have such pictures made at a modest outlay. A simple description of how the author did this in one of his schools will illustrate the method.

Mr. James W. Merritt, Georgia Baptist D.V.B.S. secretary, purchased an Eastman Cine-kodak to use in connection with both D.V.B.S. and Sunday school field work. He visited the school and took four hundred feet of film, the equivalent of about one thousand feet of standard film. He then sent the film away for development. When it came back, he visited the school with his projector and showed the children how they looked on the screen. He was unable to return until after the close of the school. At commencement, however, the pastor said to the children, "I do not know when Mr. Merritt will get here with our pictures, and he will probably come on short notice. Now, here is what you must do: listen for the ringing of the church bell. If you hear it ring in the afternoon of some week day, it will mean that Mr. Merritt will let you look at yourself in a motion picture that night. Keep your ears open and listen, for that will probably be the only announcement."

And so it was. Mr. Merritt was delayed in getting the films and was unable to show them until about a month after the school closed. One afternoon, however, the bell rang. That was the only announcement. Can the reader guess how many of the children were present that night? Not only were all of them there, but their parents too; the house was packed. The children went

into a delirium of ecstasy as they saw themselves on the screen. The pictures were as clear as any ever seen on a professional screen. The expense, about twenty dollars, was included in the cost of the school. The parents were glad to pay for it and the other good things given their children.

These cine-kodaks and projectors will soon be more numerous than at present. No doubt, many schools will be able to utilize them in their work in a most happy manner at comparatively little expense.

The narration of this experience serves to show that there are many fine things of which a pastor may think to enrich the program of his school. One fine feature can be introduced one year, and some other another year.

CARE OF CHURCH PROPERTY

Do not let the children abuse the church property. Teach them to take a pride in caring for it. Perhaps some service activities may be developed by having a clean-up period. Get the boys to remove useless accumulations from the closets, the attic, the lumber rooms and basements. This will not only be teaching the pupils to take an interest in the care of the building; it will also improve the appearance of the building, make more efficient work possible and minimize fire risks. Have a habit talk about writing on and otherwise defacing walls.

Teach the pupils to keep their rooms neat, not to throw waste matter on the floor, and to clean up all waste material at the close of handwork periods. Do not let work pile up for the janitor.

If the church has a janitor, he ought to be paid extra for his work in connection with the Vacation school unless already paid for full time. If there is no janitor, each superintendent should work out plans in her own department for keeping her own room sanitary and tidy. The principal should do the same with reference to the auditorium and the grounds.

HANDWORK FOR THE SUNDAY SCHOOL BOARD

The D.V.B.S. Department of the Baptist Sunday School Board is anxious to build up a fine exhibit of Vacation school work for Southern Baptist Convention and other exhibits, and to provide the southwide seminaries and the state secretaries with good exhibits. The material sent in will also be helpful to southwide and state workers in doing their regular promotional work.

It will be appreciated, therefore, if principals and departmental superintendents will select some of the best work in the school,—notebooks, scrapbooks, posters, maps, handwork and so forth,—and send it in promptly after the close of the school. See that the name of the school, the post office and state, the department and the name and age of the pupil is on each article sent in. Acknowledgments will be made promptly by the secretary in charge of the department. It is desired that the articles be those made by the children themselves. Do not send in those on which the teachers have done a good deal of work. Do not touch up any of the work. Send it just as it is.

It may be well to announce at the beginning of the school that some of the best handwork will be sent to the Baptist Sunday School Board for exhibit purposes. Make the proper appeal to the children and use this as an incentive to good work. Any child ought to feel honored to have some of his work selected.



JUNIORS OF FIRST BAPTIST CHURCH D.V.B.S., OWENSBORO, KY.



"The Son of a Carpenter" shows the boy Jesus in Joseph's workshop. No doubt, he would have greatly enjoyed the handbook period of a Daily Vacation Bible School. Handwork is distinctly educational.

CHAPTER NINE

THE ELEMENTS OF THE DAILY PROGRAM

SECTION ONE

INTRODUCTORY

Efficient promotion, effective organization and wise administration will be largely nullified if the daily programs are poorly carried out. Promotion is to secure attendance; organization and administration are to make effective teaching possible. It is essential, therefore, that the faculty should thoroughly understand the various elements that enter into the daily program and their relationships to one another, and be able so to present them that the pupils may enjoy the programs, listen with interest, learn with eagerness and translate much of what is taught into character even while the school is still in session.

The elements are outlined and brief suggestions given in the introductory chapters of the departmental textbooks. Every effort has been made to make this and the following chapter practical and helpful. The teachers, however, should not be satisfied with the brief discussions here; they should also read and digest the reference books bearing upon the particular subject they are to teach.

No principal should get the idea that a Vacation school is a costly affair; yet, it cannot be too strongly emphasized that the teachers should be furnished the books they really need in order to do good work. The better the school, the more willing the parents and the church will be to provide the finances.

THE PRESESSION PERIOD

Practically all the children of any school will arrive on or ahead of time; very few will be tardy. Many will arrive from thirty minutes to one hour before the time for the program to begin. What to do with them becomes a problem. Certainly, they should not be left to shift for themselves. Each departmental superintendent should assign her helpers in turn to pre-session duty that they may keep the children out of the streets, out of the church building, out of mischief, and direct their play and other activities.

OUTSIDE THE BUILDING

If the church has a yard; or if there is an adjacent vacant lot, playground or park, what to do with the children is an easy problem. There ought to be a sandpile for the little ones. (The Intermediate boys may build a protective wall around it as a handwork project.) Swings, seesaws or teeters, and other simple playground equipment may be provided. Balls of various kinds, quoits, horseshoes, marbles and other playthings children like may be used. Games may be played under the direction of the helpers. The games should be educational and played in the right spirit. Consult the game sections of the text-books and other reference books on play. As far as possible, see that the pupils of each department play together. Departmental play is generally more satisfactory.

Do not let the pupils enter the church building except to put away their hats and other wearing apparel and any articles they may have brought from home.

The assistant to the principal should always arrive early and assist the helpers with the pre-session activities. He should see that drinking water is provided the children under such sanitary conditions as are observed at recess and other times.

Yells

No yells should ever be given in the building; give them on the outside. The children like them, and they work off surplus energy. Select a school yell. Have a yell leader. The best time for the yells is just before the signal to fall in line for the processional. Any school can make its own yells. Here is a suggestive one:

Boom-a-lack-a, boom-a-lack-a, bow-wow-wow!
Chick-a-lack-a, chick-a-lack-a, chow-chow-chow!
Boom-a-lack-a, chick-a-lack-a, who are we?
Book-a-lack-a, rook-a-lack-a, don't you see?
Boys and girls, O yes, yes, yes,
Who love to go to D.V.B.S.!

Pronounce D.V.B.S. as if it were spelled "dee-vy-bee-ess," with the accents strong on the first and last syllables.

The following may be given as a yell or sung to the tune of *Marching Through Georgia*:

"Hurrah! hurrah! we like our V.B.S.!
Hurrah! hurrah! it's lots of fun, yes, yes!
And we yell in gladness;
And we shout, 'No sadness'!
For we have a good time in the mornings."

To promote being on time, the following yells, both from Sudlow's "All About the Junior," are helpful:

We're on time; we're on time;
That is why our faces shine.
Even though we come for blocks,
We can be as true as clocks;
And we're sure it's much more fun
Than to come when school's begun.

"In time,
On time,
All the time,
And every time,
Excepting when ahead of time,
And that's a little better time."

Songs

Just before the processional is a good time to sing some of the popular folk songs, especially if a good leader is available. (Each school must determine for itself whether or not this is advisable.) Motion or action songs, if popular, may be used too. These may be arranged primarily for the Juniors and Intermediates.

The following are suggestive of songs that may be sung:

(Tune—Tipperary)

*It's a good thing to go to school here,
It's the best place to go;
It's a good thing in long old summer
Vacation school to know.
Good-bye Nothing-to-do sir!
Hello there Good-cheer!
It's a grand old time we are a-having,
And that's why we're here.*

(Tune—Till We Meet Again)

*Smile a while and give your face a rest; [all smile]
Stretch awhile and yawn your very best; [stretch and
yawn]
Stick your hands up in the sky; [hands up]
While you watch them with your eye; [heads up]
Jump awhile and shake your legs fast, sir; [jump lively]
Now step forward, backward, as you were; [step back
and forth]
And reach right out to one that's near, [shake hands]
Shake his hand and smile [shake hands]*

INSIDE THE BUILDING

If outside space is not available, it will be necessary to care for the children indoors. This calls for pre-session work, as the children should never be turned loose to make a playhouse out of the building. If there

is to be pre-session work, each departmental faculty should plan for it at the pre-session faculty meetings.

The Beginners. It is comparatively easy to plan the pre-session work for the Beginners. Pictures, paper dolls, story books, scrapbooks, toys and other things can be utilized. Perhaps a helper can tell stories that Beginners dearly like to hear. Use indoor games.

The Primaries. Arrange them by age groups, if possible. The younger ones may play with paper dolls and toys. Picture and story books may be brought from home. Indoor games may be played. There may be an extra story period, when the helper may give fairy stories and other non-program stories. The children may group and retell the Bible stories of preceding days.

The Juniors and Intermediates. Get a few books on Bible cross word puzzles or secure puzzles from religious papers. Use Bible card games,—there are a good many on the market. Pupils who are behind may catch up on their memory or notebook work. A group may work on a Bible story that they are to dramatize. They may, by groups, retell some of the stories previously used. Select bright pupils and let them conduct Bible or sword drills as they have seen their teachers do. If this is done, the faculty should work up the drills that are to be used. Arrange for reference and concordance work. Note the suggestion about Bible prayers under *Prayer* in the discussion of worship. Ask the pupils to bring their favorite story books from home. Group them and have a good reader read stories to them. Give the pupils Bible memory cards and put on a pre-session race to see who can memorize the most selected Bible verses at this period during the school. If this is done, call for semi-weekly reports on the pre-session memory work. The pupils may work on scrapbooks, posters, and other extra-curricula projects. Be sure that none of this is regular daily work unless pupils are behind.

Never let pupils in any department do any of the regular daily work for that day or for following days as

presession work. Under no circumstances allow any of the handwork to be done. The girls, for example, may beg to sew, or the boys to work on a birdhouse; but be as firm as adamant. Hold the handwork strictly for the handwork period for two reasons: first, the handwork teachers will not be present to direct any presession work; second, the pupils will get through with the work mapped out for the school and have nothing to do towards the end of the school.

THE PROCESSIONAL

If the church has outside space, the pupils should always form in lines of march for the processional, even when indoor presession work may be done. If the lines cannot form outside, the Beginner and Primary departments can have processional marches in their own rooms prior to their worship; and the Juniors and Intermediates can form in their rooms or meet somewhere in the building and march into the auditorium for their worship.

Public schools have found the processional a great aid to discipline. In Vacation schools it also helps to prepare for the worship period. The children are noisy and full of fun and frolic before the school opens. It is needful to make a transition from that atmosphere to one of worship in about five minutes. The processional may help much.

About five minutes before time for the processional, give the signal to fall in line,—the ringing of the church bell, the blowing of a bugle or the sounding of a whistle. (The principal may have some boy do this; make it an honor to be gained upon the basis of deportment.) It is better to have two lines of march with the Beginners and Primaries in one line, and the Juniors and Intermediates in the other. Each departmental faculty should look after the arrangement of its own group and have them line up the same way each day. If the helpers have a certain number of children assigned them throughout the day, each helper should look after her own group and march beside them as they go into the

building. It is fine to arrange them in the order of height in each department, the shorter ones in front. The Junior boys in nearly all cases, not having yet learned to be gallant and practice "Ladies first!" will want to get in front of the girls. Fortunately, that is a good thing; for, when the pupils reach their seats, the boys are in front and nearest the principal.



PROCESSIONAL DAILY VACATION BIBLE SCHOOL, GORDON STREET BAPTIST CHURCH, ATLANTA, GEORGIA

A flag bearer should head each line of march. Before the march, have the pupils put up their hats and other articles so they will have nothing in their hands.

The processional should last about three minutes. Before the opening of the school, the faculty should work it all out; and until the children learn it, one faculty member should precede each flag bearer. It is better not to have the children march directly to their seats. Take more time. The children need to learn to march. They need more time to make the transition from the play spirit on the outside to the worship that is to follow. A longer march, properly executed, is beautiful. Surround it with dignity and stateliness. A processional hymn may be sung.

The processional should begin each day exactly on time. All pupils are tardy who arrive after the pianist begins to play the march. See that the children learn to keep step to the music. Never use for march music the tune of any hymn that is to be sung in the school. The text-books provide regular march music.

If the Beginner and Primary departments are to have their own departmental worship periods,—this is strongly recommended wherever possible,—they should at the close of the processional march out to their departments. The Juniors and Intermediates should march to their assigned places and stand at attention until the flag bearers take the flags to the place designated, furl them and return to their seats. (The flags should never touch or trail the floor at any time.) The pianist should continue playing until the bearers return to their positions with the group.

WORSHIP

The worship period immediately follows the processional. It should be carried out in three groups,—Beginner, Primary and Junior-Intermediate. By all means, the Beginners should have their own worship period. However, where separate worship periods are provided, it is well to have a joint worship period for the entire school once a week. The Beginners, even then, should stay for only a brief period.

Beginner and Primary teachers will find daily worship programs in the departmental text-books together with helpful suggestions. Much of what is said here will be helpful for these departments, but it is intended primarily for the Junior-Intermediate group.

The worship period should be conducted in the church auditorium. Make the program dignified and reverent. It should not take more than eight or ten minutes. There is, therefore, no time to waste; make every second count.

Plan the programs carefully. It is sinful to have a haphazard, hit-or-miss service. Sometimes, it is well to plan only four worship programs, one for each week of

the school. For the sake of correlation, they should be planned before the beginning of the school. The teachers should know the first program so they can go through with it the first day of the school. Drill the pupils at the music period on features which need memorization. After the first week, drill on Friday for the succeeding week's program.

The one in charge of the worship period should know the order of worship perfectly and not have to refer to a book or outline. The pianist should also know it thoroughly and have her music arranged in proper order. The faculty should know by heart whatever hymn stanzas are to be sung. The leader and the pianist should be able to do perfect teamwork in connection with the program.

Never do any teaching, make any announcements nor discipline any pupil during the worship period; leave these matters till some other time. If the leader turns away from the program, even for a moment, he may destroy the atmosphere of worship and be unable to regain it that day.

The pastor, if not the principal, should, if at all possible, attend the school each morning long enough to take part in the worship. If he participates, he should be willing to do it in the Vacation-school way and make his contribution fit in with the rest of the work. He has a wonderful opportunity to do some effective teaching. If he participates in the worship period, he and the principal should together plan the worship programs; and he should adhere strictly to the time schedule and not disrupt the program of the day.

A SUGGESTED ORDER OF WORSHIP

While the pupils are marching, the principal should be at his place on the rostrum. When the music ceases and while the pupils are standing at attention, he may say with a smile, "Good morning, boys and girls." They should return the salutation in the same manner, saying "Good morning, Mr. ———."

Sit-down Chord. [Have a brief period of quiet music, about a half minute, to help create a devotional atmosphere.]

Leader—What is our call to worship?

School—Response. [Use one verse a week.]

Song—[One stanza of a hymn.]

Scripture—[It should be given from memory. Use a familiar passage the first week.]

Prayer.

Song—[One stanza of a hymn.]

Leader—What is our school motto?

School—Response. [The faculty will have to give the motto the first day.]

Missionary Offering.

Worship Hymns

The pupils should always stand when singing. Use the *stand-up* and *sit-down* chords, never a bell or hand-waving. The pianist should select the chords from the music section of the text-books and practice on them till she can make them really say, "Get ready, stand up!"; "Get ready, sit down!"

Use real hymns for the worship period. It may be possible to build up four worship programs so that the same hymns can be used each week, taking the first stanza the first week; the second, the second week; and so on. In that way, the pupils can memorize four stanzas of two or three good hymns during the worship period of the school. However, it may be better to select different hymns each week. If so, complete the memorization of the hymns during the daily music period.

Call-to-Worship Verses

A new call-to-worship verse should be used each week. It should be chosen to fit into the worship program. The Psalms are rich in appropriate verses. Such verses as the following are suggestive:

I was glad when they said unto me, Let us go into the house of the Lord.—Psalm 122: 1.

Let the words of my mouth and the meditation of my heart, be acceptable in thy sight, O Lord, my strength and my redeemer.—Psalm 19: 14.

O Lord, open thou my lips; and my mouth shall show forth thy praise.—Psalm 51: 15.

O give thanks unto the Lord; for he is good:

For his loving-kindness endureth forever.—Psalm 106: 1.

The faculty should give the call-to-worship verse the opening day of the school. Teach it to the pupils during the music period. For the verses for the following weeks, teach them on Friday before they are to be used.

The Scripture Passage

The scriptural passage used should not be long. It may be partially familiar to the pupils. Always teach a new passage on Friday before its use the following week. It is not necessary to comment on it. Choose some choice passage and let its repetition in the worship for five days carry its own message. Have it given each day with dignity and precision. Avoid both rapidity and slowness of speech.

The Prayer

Before the prayer, the leader may ask the pupils to state definite things for which they are thankful. He may also get them to mention things for which they want to ask God. When preparation shall have been made, he may announce that he will begin the prayer; that the pupils may follow, and that a teacher will close it. The prayer should be brief. The leader should study how to make his prayer voice the pupils' needs. After he prays, he may quietly say:

"Is there a Junior now that wishes to thank God for some blessing or ask him for something?"

It is surprising how soon the Juniors can be brought to participate in the audible prayers. The principal should co-operate with the departmental superintendents to secure prayers also in the departments.

After the Juniors pray, the Intermediates may then be asked to pray. If the Primaries worship with the Juniors and Intermediates, they may be asked first.

It is a great privilege to teach children to pray. Teach them the elements of prayer,—adoration, praise and thanksgiving, confession, petition and intercession. Do not let them get the idea that the main purpose of prayer is merely to get things we want.

It may be helpful some day to have the prayers consist largely in adoration. Another day, the pupils may make confession. Again, they may make petitions for themselves and intercessions for others. And yet again, their prayers may consist of thanksgiving and praise.

The language of prayer. There is a tendency today for people to approach God in a hail-fellow-well-met way and talk to him as if on very familiar terms with him. This should be avoided. Teach the children to use the sacred pronouns and to use biblical words of address. Teachers should avoid such phrases as dear Jesus, precious Saviour, and the like. They should not, as many do, use O God, dear heavenly Father, and other similar titles in every or nearly every sentence. The pupils should not get the idea that they have to whine or use some special intonation in prayer, nor think that they cannot pray without a special prayer voice. If the teachers will pray reverently, naturally and with dignity, the pupils will pray thus too. The teachers can make the season of prayer both a happy and a profitable experience for the pupils. They should be on their guard especially lest the season of prayer become largely formality or routine.

The posture of prayer. Many people seem to forget their good manners when talking to the Lord. A widely known city preacher recently pronounced a benediction with his hands in his trousers pockets,—certainly not an attitude that suggested a blessing upon the dispersing people. The faculty should be reverent and worshipful in their attitude. If they will set the example, the children will soon profit by it. It may be well at the music period to speak occasionally to the pupils about

what attitude we should assume when praying. The principal may find it helpful to discuss with his faculty several matters relating to prayer, and especially for the benefit of the helpers.

Occasionally, there may be periods of silent prayer. The pupils should realize that God hears even when the lips do not move. The leader may suggest thoughts for the silent prayer.

Do not take it for granted that boys and girls know how to pray, and that they understand the atmosphere, symbolism and meaning of prayer. It may be that they have been poorly taught along these lines. For pre-session work, Juniors and Intermediates may find in their Bibles the different postures of those who prayed, why people prayed, and how they prayed. They may study some of the great prayers to discover the elements of prayer,—adoration and so forth. The reference passages and concordance will help them well in this.

The School Motto

The school should have a motto. It should be given each of the twenty days of the school. At the music period, the leader should make sure that the pupils understand it. Occasionally, he may call for testimonies from the pupils with reference to it: they may have seen pupils either obeying or disobeying its spirit. (They may seek for illustrations outside of the school either through observation or reading.)

The faculty may select the motto, or they may have the pupils select and adopt one by vote. However, as the school program is full, and the time is brief, it is perhaps better for the faculty to select it. The following mottoes, which have been used, are suggestive of what may be utilized:

And they helped every one his neighbor, and every one said to his brother, Be of good cheer.—Isaiah 41: 6.

If it is fun for both, it is all right; if it is fun for one and harm for the other, it is all wrong.

It is John Wesley's motto: I will do all the good I can to all the people I can in all the ways I can at all the times I can.

I will do the best I can, with what I have, where I am, for Jesus' sake, today.

*Good, better, best;
Never let it rest,
Till our good is better,
And our better best.*

The Missionary Offering

Every school should receive a missionary offering for some missionary purpose. The Beginners and Primaries should make their offerings in their own departments. The Juniors and Intermediates should make theirs at the joint worship period. Each faculty will have to decide whether the offering is to be taken daily or weekly.

This offering should not be confused with the free-will offering at commencement for the expenses of the school. It is to teach the altruistic spirit and also to give opportunity in the Vacation school to teach the pupils how to worship with their offerings.

The offerings should not be stressed, but they should be kept before the pupils. It is suggested that the offering be taken daily at the close of the worship period. All the children will not bring offerings every day. Perhaps no child will bring an offering more than once a week. Explain that the offering is taken each day for whatever cause is chosen to receive it to give the pupils an opportunity to express their gratitude for the school. The pupils may march by the table while music is being played, deposit their offerings in a basket and return to their seats. They should stand till all resume their places, when there should be a prayer. Before the prayer, the leader may ask a few questions about giving, and possibly call for a stanza of some offering hymn.

Pupils may be selected to come forward for the offering baskets. There may be a prayer before the offering.

The main idea is to work out an offering program that will be dignified and helpful to the spiritual lives of the pupils.

The school must decide what is to be done with the offering. It is suggested that it be sent to the state D.V.B.S. or Sunday school secretary for use in helping put on a Vacation school the next year for children who otherwise would not have a school. The principal should have each secretary count her money daily, make a note of it and turn it in with a report of the amount at the close of the school. The amount of this offering should be announced at the commencement and a statement made as to its purpose.

Miscellaneous Worship Suggestions

Music. Have the church organist visit the school occasionally and play a few appropriate numbers on the pipe organ.

Have some solos and duets occasionally by good singers. See that their selections are such as will minister to the pupils' needs. Perhaps some of the pupils may be able to sing a solo, duet or quartet during the worship period. A cornet, violin or phonograph solo may be used to good advantage.

The leader can, from these suggestions, find his way to other special features that may be helpful.

REFERENCE BOOKS ON WORSHIP

Smith's "Hymnal for American Youth" has twenty orders of worship that are suggestive. Blankenship's "Junior Program Material" and Alexander's "A Year of Constructive Programs for the Primary Department" are helpful. Chapter eighteen, *Teaching the Art of Worship*, in Betts' "Method in Religious Education" is stimulating. Chapters eleven, twelve and thirteen in Powell's "Junior Method in the Church School" and chapter seven in Creasman's "Working With Juniors," are valuable. Hartshorne's "A Manual for Training in Worship" is very fine. Read chapters five and six in Lewis' "Method for Primary Teachers." Chapter eight of Knapp's "Sidelights on the D.V.B.S." is stimulating. Gage's "How to Conduct a Church Vacation School" has many practical suggestions. Read Sunday school departmental books.

THE HABIT STORY

There should be a daily habit story for the joint worship period. The story should take from four to seven minutes. It should come immediately after the worship period and may be told by the principal, the pastor or any good story-teller. The Vacation school has a great opportunity to help the pupils overcome bad and form good habits. Knapp's two booklets, "Thirty Character Building Stories" and "More Character Building Stories" are good. Limouze's "As the Twig is Bent," is fine. One religious journal, when reviewing this volume, said it was a fine book but that the stories were only moral or ethical. The reviewer missed the purpose of the book; that was what they were meant to be. There are other places in the daily program for spiritual truth; major here on the distinctly ethical or moral, and even physical habits that have to do with health.

The leader may make up a number of stories from what he sees during the school. He can find good stories all about him. They should be positive rather than negative, brief, simply told in words that the pupils will understand. The stories should have variety. If properly told, the moral will be obvious. The story-teller should really tell the stories and not preach or moralize. Occasionally, he may have a pupil volunteer to retell a story that has been used earlier in the school.

MUSIC

Children like music. The Vacation school can help them much here and also teach them both the words and tunes of many helpful and worth-while songs. The Sunday School Board departmental text-books carry appendices of music and general suggestions as to how to teach and use it. An effort is made in these books to provide all the music needed. It is well, however, for teachers to have additional song books.

The Junior and Intermediate pupils should memorize from eight to twelve or fifteen hymns during a Vacation

school, depending somewhat on how familiar the pupils may be with the hymns. In four or five years, the pupils should thus come to know by heart both the words and the tunes of forty or fifty hymns.

The music taught the pupils, like other elements of the curriculum, should be graded. To a large degree, the words of the songs should suggest thoughts within the range of the pupils' experience. Many of the popular songs and many of the fine hymns are rich in adult experience, but not particularly suited to boys and girls. Care should be exercised, therefore, in the selection of the songs to be learned.

It is hoped that Vacation schools will specialize on choice hymns rather than on popular evangelistic songs; not because of any inherent objection to the popular music, though much of it is unworthy of use both from the standpoint of the content of the song and the merit of the music, but because such music is sung constantly by both children and adults in practically every department of church services. Boys and girls do not have sufficient opportunity to know and love the great hymns of the ages. If they are ever to know and appreciate them, they must come to know them for the most part, or else learn to appreciate them in their youth.

Gage's and Knapp's books, the departmental textbooks and other reference books give ample suggestions as to the hymns to use.

It is decidedly better not to put any song books in the hands of the pupils during the music period. The pupils learn the hymns more quickly without the books. Furthermore, books give the pupils something to handle and write in; they interfere with good discipline. Each Monday morning, have some boys gather up from the pews all books and other material and put them in some designated place. Have them put back in the pews each Friday after the joint worship period. Not only should there be no books in the pews; neither should there be any caps, umbrellas, school supplies and so forth. Attention to these matters will result in better attention and behavior.

The pupils should never sit when singing, but stand. Occasionally call out "Attention!" as when giving the salutes, and help the pupils form the habit of standing erect, hands by their sides, heads up, chest out,—the proper position for singing. Do not encourage pupils, as some singing evangelists and others do, to sing loud. Some of the pupils will find it an occasion to yell or to sing so loud that it ceases to be music. Strive for real singing and, even in the music period, for reverence. Guard against the period degenerating into a drill period or a form of work that approaches drudgery.

Miss Marguerite Hazzard, in her "Music Manual for Use in Daily Vacation Bible Schools," gives some very fine suggestions to teachers about the music period. By the permission of the Westminster Press, the owners of the copyright, her instructions appear in this volume under the heading, "How to Teach Music."

HOW TO TEACH MUSIC

General Directions

1. Do not attempt to teach a song until you know it yourself, until it has become a part of you.
2. Be sure that you have learned both words and music correctly.
3. You expect the children to learn the songs. If you hold a book, you do not set a good example.
4. Inspire enthusiasm.
5. Arouse and keep alive in the children the desire to sing.
6. If you teach the spirit of the words, the expression of the song will take care of itself.
7. Learn the whole song or hymn. Second and third stanzas should be as carefully practiced as the first.
8. Lay the foundation of the habit of thinking. Ask the children to listen, then to think before they sing. Always avoid allowing them to imitate you.

9. Require respect for the music. Gum-chewing, swaying to the music, disorder and inattention are to be discouraged.

10. Be alert, cheerful and happy in your work, always remembering that you need poise, quiet force and spontaneity to reach the children. Avoid too much smiling.

11. Teach from the child's point of view and from his experience.

12. If a mistake is made in a hymn during the opening exercises [worship period], finish that verse and go on to the next number on the program. Little children form habits so easily that it is not safe to repeat the mistake. Never make a correction during the devotional exercises; wait until the music period.

13. Watch the mood of the children. If they are boisterous, give them a stirring song of march to use up some of their energy. Another time try quiet music on the piano. Remember that the weather has much to do with the moods of children.

Musical Directions

1. *Tempo* is the speed of the song; *ryhthm* is its pulse or life; *melody* is its tune; *words* are its story; *expression* is made up of *tempo*, *rhythm*, *melody*, *words* and not of the qualities of being *loud* and *soft*.

2. Avoid retards. This is group singing, not solo work. If you drag the endings of the hymns, you kill the spirit. The composers wrote the music the way they wanted it sung.

3. Give each note its right value. A quarter note is a quarter note and not a half note nor an eighth.

4. Sing all songs as the composer wrote them.

5. Avoid slurring and swooping. All intervals should be clear and distinct.

6. Difficult intervals should be practiced. Have the children listen, then let them decide whether to sing up or down. When you are sure that they have heard the interval, let them sing it.

7. The letters, p, pp, f, ff, are signs showing quantity and quality of tone and have nothing to do with the

tempo. We are all tempted to sing more slowly when we sing softly.

8. Rest means silence.

9. Watch carefully the pronunciation of all words. Song is sustained speech and careless diction is unpardonable.

10. Teach by substituting the correct way and avoid calling attention to the incorrect.

11. Begin to sing when every child is looking at you. Always stand in front of the children and lead the singing.

Instructions for the Pianist

1. Place the piano so you can watch the leader.

2. If you are the leader as well as the pianist, place the piano so you can see the children. Never turn your back toward the leader or the children.

3. Practice all songs with the leader before they are presented to the children.

4. Play the music exactly as it is written.

5. Emphasize the melody. That is the part the children sing and they must hear it clearly.

6. Avoid doubling the bass. You are playing for children, not "grown-ups," and their light voices require a light accompaniment.

7. Watch your pedal. Better none at all than a blurred sound.

8.

9. Play a short introduction to each song. The first phrase is enough. Do not use the last line, as this very often gives no clue to the song and the children are unable to recognize what you wish them to sing. Only the oldest children should be asked to wait while a well-known song is played through before they begin to sing.

10. Use simple marches and be sure to accent the rhythm. Remember that children take short steps and even a steady march must move along in time to their tread.

(a) Use a steady, quiet march when the children first come in from the street.

(b) Use a bright, light march for exercises, one in which the time may be doubled for running.

(c) Use a march with marked accent for all marching about the room and for all exercises.

(d) Use a more quiet march for the end of the day and dismissal than you used for the opening of the session. The value of the whole day is often lost through a disorderly dismissal. Always use a march to move the children about the room. Never use a hymn for a march.

11. Control by music all the time, whether the pupils are standing, sitting or moving about.

12. Never use popular songs nor dance music; remember always that you are building character and you cannot afford to give anything but the best.

13. Use simplified arrangements of the classics for quiet music. Never use a hymn.

In just the proportion that your mind and attitude are controlled will you in turn control your class. There are no results from hit-or-miss methods of teaching any more than there can be results from the same sort of learning or living. We live in an ordered world and we also live in rhythms; and only as we order our living in these rhythms of nature, do we succeed or accomplish our desires and aims.

How to Teach a Song

1. Learn the song thoroughly yourself. Know the context and full meaning of the words. Make from the words a short story. Be sure that it is short and that it contains:

First. What the song is about.

Second. The synonym or meaning of any difficult or unusual words.

Third. The spirit of the song.

Fourth. Something of interest about the poem, author, composer or music.

If you are teaching a hymn and it connects with a Bible story, be sure that you make the connection. Allow the older children to look up the Bible references themselves. In this way you add to the memory work

and also correlate the music and Bible stories. If you are teaching a song, try to tell the children something that is new to them and of interest. Children in the country want to hear about the city, and city children long to know about the country.

2. Learn the music. Be sure that you know it and can sing it exactly as it is written. As you are asking the children to learn it, you have no right to hold the book yourself.

3. Practice the song with the accompanist. She cannot be a help unless she knows just what you want her to do.

4. Have ready, prepared and at hand, any helps that you may want to use.

A Suggestion. We have found it a help to print the words of the songs on large sheets of wrapping paper, or window shades. Get some large sheets of rather heavy wrapping paper, a bottle of liquid shoe blacking and a small brush. Rule lines across the paper and print the words of the songs. Be sure that the words are large enough and printed dark enough to be seen from the back of the room. Be careful about your spacing so that the words are clear. There are many convenient ways of hanging these charts up. One satisfactory way is to put two gummed rings at the top of the paper and two hooks on the wall or blackboard. It takes a little time to make these charts but they are well worth the effort.

5. Tell your story to the children. It is not good pedagogy to announce, "We are going to learn a new song"; tell your story first and lead into the song. Bring in the phrases of the poem and then teach the whole poem. Have the children say it over with you two or three times. Now hang up your chart. The chart serves as a help or prop to their memories while they are learning the song. It saves them from making unnecessary mistakes, and helps you to save time out of the short period allowed for the music.

6. *The music of the song.* The accompanist should play the melody with one finger exactly as it is written in the book. The children are playing a game, they are

finding out in which house each word lives. They are thinking about the words, watching the chart, and listening to the notes of the melody. It is most important that they hear just the melody. They have much to think about and cannot readily find the melody in the harmonized song. Sometimes a word gets two notes. These you will have to explain; and it helps if you hold up two fingers every time you come to such a word. After they have listened and said the words over to the melody, let them sing the song. The pianist should still be using just one finger. When the children can sing the song, then and not before then, play the accompaniment.

(This is the end of Miss Hazzard's instructions.)

THE TEACHERS OF MUSIC

Of course, if music teachers or song leaders that really know how to lead can be secured, it is a great gain; but, if one with very little technical knowledge of music has a good pianist, he can do much in teaching the pupils to sing. Such a one should carefully study the directions in this chapter, get some clear general ideas as to the purpose of the period and then do one's best. The purpose of this period is not to teach the technique of music. But little, if any, time should be spent on technical matters beyond what is suggested by Miss Hazzard. The idea is to get the pupils to memorize some great hymns, understand their symbolism, study the biblical references and allusions, comprehend their spiritual message and then identify them with the tune. Along with this should go the constant aim to bring the pupils to a real appreciation and enjoyment of good music.

THE PIANO AND THE PIANISTS

Suggestions are made elsewhere as to the pianos and selecting pianists. If there is only one piano available and others cannot be secured, then it will be necessary to adjust the recesses of the several departments so that each in turn may have the piano.

Care should be exercised in securing pianists. Do not minimize their work; make them realize that music is

necessary and valuable, and that it will call for as much effort and faithfulness as the duties of any other teacher or worker. Avoid jazzy pianists. Insist that all music be played in a worshipful way and as written. Each pianist should carefully study her work, practice faithfully on her music, learn exactly what she is expected to do from day to day, and come as carefully prepared as the story-teller, for example. She, the song leader or teacher, and the principal, or departmental superintendent should confer frequently and have perfect understandings so that their work may go forward smoothly and efficiently.

ANNOUNCEMENTS AND SPECIAL DRILLS

The close of the daily music period is a good place for special announcements and for drills on the elements of the worship program. Save about five minutes a day on the average at the close of the music period for miscellaneous matters. This is the best place to drill pupils each week on the songs and scripture for the following week's worship program; and also to drill on salutes to the flags, mottoes, call-to-worship verses and so forth. This rule will hold good for the music period in all departments.

REFERENCE BOOKS ON MUSIC

"The Community D.V.B.S."—Knapp, chapter eight; "Sidelights on the D.V.B.S."—Knapp, chapter ten; "The Music Manual for Use in D.V.B.S."—Hazzard; "Program Material"—Forbes; "Junior Programs and Songs"—Mrs. Clay E. Smith; "Hymnal for American Youth"—Smith; "Primary and Junior Hymnal"—Miller; "Song and Play for Children" (1925)—Danielson-Conant; "First Books in Hymns and Worship"—Thomas; "Songs for the Little Child"—Baker; "Songs for Little People"—Danielson; "Music and Childhood"; "Hymn Stories" (1925)—Colson; "History and Use of Hymns"—Breed; "Story of the Hymns and Tunes"—Brown and Butterworth; "All About the Junior"—Sudlow, chapter sixteen; Sunday school departmental study-course books.

FLAG AND BIBLE SALUTES AND PLEDGES

One of the finest and most popular features of Vacation schools is the salutes and pledges to the United States and Christian flags and the Bible. The Beginners should have their salutes and pledges in their own department. Perhaps a simplified pledge to the United States flag is sufficient for the Beginners. Other pledges will have a tendency to confuse them. They are not old enough to comprehend the symbolism of the flags.

If the Primaries have their salutes and pledges in their department, they should use the same pledges as the Juniors and Intermediates so that there may be uniformity in joint worship programs and at the commencement.

Some authorities prefer the salutes and pledges as the closing element in the worship program; others like to have them at the close of the day's program. The author, however, both from his own experiments and from careful study, prefers to have them given by Juniors and Intermediates at the close of the joint program, as they bring the pupils back into a spirit of worship following the habit story and the music period, and also leave the pupils standing and ready to march to their rooms as soon as the pledges are given. They are given this place in the daily Junior and Intermediate text-book programs; but they may be changed to some other position if the principal desires.

Following the music period, the principal may say, "Let us salute the flags and the Bible." The pianist should at once give the stand-up chord. When the principal says, "Attention!" the flag bearers should go for the flags while music is being played and return to position. Just as they take their places, the bearer of the United States flag to the left of the school, or to the principal's right as he faces the school, the Bible bearer should step forward and receive the Bible from the principal and take his position between the flag bearers.

(Teach the boys to have a soldierly bearing and to carry the flags in a dignified way. Have pupils stand at attention while flags are being presented. If necessary,



HOLDING BIBLE FOR SALUTE.

ask some ex-soldier or soldier to give instructions as to standing at attention and giving the salute.)

Leader (who should step around to the side of the United States flag and slightly in advance of it)—Let us salute the United States flag. Attention! Salute! Pledge!

[Give the commands with precision and allow sufficient time between them for the pupils to execute them. Have all the pupils,—boys and girls,—salute as do the soldiers in the army. As they pronounce the word *flag*, all should extend the right arm full length and point towards the flag, dropping the arm to the side only after the last word of the salute is pronounced.]

Pupils and Faculty—I pledge allegiance to the flag of the United States and to the Republic for which it stands; one nation, indivisible, with liberty and justice to all.

Hymn—[One stanza of *America* or some other patriotic hymn. Use a succeeding stanza each week of the school.]

Leader (moving behind flag bearers and taking his position slightly in front of the Christian flag)—Let us salute the Christian flag. Attention! Salute! Pledge!

Pupils and Faculty (following same method as before)—I pledge allegiance to the Christian flag and to the Saviour for whose kingdom it stands; one brotherhood, uniting all mankind in service and love.

Hymn—[One stanza of *Onward Christian Soldiers* or some other stirring Christian hymn. Use a succeeding stanza each week.]

Leader (moving slightly from position when Christian flag was saluted)—Let us salute the Bible. Attention! Salute! Pledge!

Pupils and Faculty (following same method as before)—I pledge allegiance to the Bible, God's Holy Word, and will make it a lamp unto my feet, a light unto my path, and hide its words in my heart that I may not sin against God.

Hymn—[One stanza of *Holy Bible, Book Divine*, or some other appropriate hymn. Use one stanza a week.]

When the flag bearers take their positions, they should stand with their flag staffs resting on the floor, or the

flags lowered to a corresponding position; but when one is to be saluted, the bearer should raise it a foot or so, and let the flag incline slightly forward. The Bible bearer should hold the Bible about even with his waist; but when it is to be saluted, he should raise it till about even with his heart.

In this entire service, strive for the finest spirit of respect and reverence. See that the Bible is handled as reverently as the flags. During the habit-story period, or at the close of the music period, or at some other appropriate time, speak of the pledges of allegiance and their meaning and strive to bring it about that the pledges will be from the heart and not a mere ritual.

After the last salute, the pianist should play a recessional while the pupils march to their rooms. The flag and Bible bearers may march over to where the pupils march out. As the pupils file by each may salute. The flags should then be furled by the bearers.



OUTING OF D.V.B.S., FIRST BAPTIST CHURCH, KEY WEST, FLA.

CHAPTER TEN

THE ELEMENTS OF THE DAILY PROGRAM

SECTION TWO

STORIES AND STORY-TELLING

The Daily Vacation Bible School program should be rich in stories. Boys and girls like them; they never grow tired of them. Stories, properly selected and told, amuse, entertain, instruct, inspire, and build character. They develop attention, stir the imagination, stimulate the emotions, enlarge the horizons of life and prompt to action.

Of course, the stories should be graded. If the Sunday School Board's departmental text-books are used, there will be no need for teachers to spend long hours in searching for and accumulating stories and trying to build them up into a correlated series. These books provide from one to three stories per day in every department—all are chosen or written for a distinctive purpose.

There are many fine books on story-telling. It is needless in this volume to go into details about story-telling. It is sufficient here to enumerate only a few fundamental principles; for it is assumed that each story-teller in a school will be furnished with at least one good book on story-telling so that she may master the principles of the art. It is assumed also that she will have the Sunday school departmental study-course book, which gives helpful suggestions.

SUGGESTIONS FOR STORY-TELLING

Stories must be told, not read, if they are to be effective. The story-teller must not use the text-book as

a crutch. She must be master of the contents of the story. This means work.

Read the story over carefully two or three times, noting its relation to the theme of the week, and its setting in the program of the day. Try to discover the aim of the author. Now analyze it and outline it. Note its structure and the succession of events. Visualize it. Identify yourself with the characters. Get the background; adjust yourself to the environment; feel the story's power; live it out.

Retell the story in your own words, following the outline of the story. Reread the story. Tell it again. Do not memorize the words, but keep working on it till you can give the substance in order in your own words. However, memorize the scriptural passages and quotations.

Do not overlook reading the biblical context of the story. The whole story will probably not be told, perhaps only a tiny segment of it; but it is well to know it all. Have as large a background for it as possible.

There is a difference between telling a story and giving a reading. Do not give a reading.

After the story-teller ends the story, she may pause a moment and quote an appropriate Bible verse; she may bow reverently and pray briefly; she may introduce a picture related to the story and, after the pupils study it, make it the basis of a conversation that will be related to the story; she may have the pupils stand and sing a stanza of an appropriate song.

A number of the Sunday School Board text-books make provision for pictures. They are related definitely to the Bible stories. They should be kept out of sight till after the story is told. Then use them to elicit questions. Be prepared to ask leading questions, and make the picture the starting point for helpful conversation.

All books on story-telling warn against moralizing. That is a good rule. But such a rule should not be overworked. It has its limitations, especially in the Vacation school where the pupils have no text-books and do no home study, and where the stories are meant

to be purposeful as well as entertaining. Quite true, the main moral teaching should be obvious. But there are related moral truths which do not lie on the surface of the story. The pupils may overlook them. Use the story as a point of departure in a helpful conversation. Study to bring out the related truths. Use hints and suggestions. It will be no hanging offense if the storyteller can skilfully lead the pupils to consider some moral truths they may never have detected had she not let her imagination, her fancy, her questioning spirit and her powers of suggestion play nimbly around the central aim on which the story was pivoted.

REFERENCE BOOKS ON STORY-TELLING

Cather's "Religious Education Through Story-Telling" (1925) is perhaps the best book to use on story-telling. The same author's "Story-Telling for Teachers of Beginner and Primary Children" is a most helpful handbook. There are two fine chapters, nine and ten, in Powell's "Junior Method in the Church School." Tralle's "Story-Telling Lessons" is inexpensive and helpful. Chapter nine in Knapp's "Community D.V.B.S." is practical. Betts has a worth-while chapter, number thirteen, in his new book, "Method in Religious Education." Consult the Sunday school departmental study-course books.

EXPRESSIONAL ACTIVITIES

"There are three major methods of character building: precept, example, and experience or practice." The Daily Vacation Bible School uses all. Large use is made of carefully prepared subject matter. The teachers should know it thoroughly and be skilled in teaching methods. They should not only set examples; they should also be examples. In a very vital way, the pupils in the Vacation school "catch" manners and character from their teachers.

The major emphasis should be placed on giving the pupils opportunity to do and to learn by doing. There should be a large place for expressional activities. Here the daily programs can be very elastic within the time limits suggested; here the teachers can give full expression to their originality in devising ways and means

by which the pupils may translate into character the truths they have met face to face in the story-telling hours, in the worship periods and in the music. These activities may take many forms—retelling stories, dramatizing stories, conversational periods, service projects, memory work, Bible or sword drills, notebook work, indoor and outdoor games, poster making, surprise features, handwork and craft work. If the teachers are skilful, they can guide the pupils into self-direction along a good many of these lines. The text-book programs are so planned that opportunities for this type of work appear throughout each day's program to give it variety and interest. The teachers should study carefully how to make large use of such features.

RETELLING THE STORY

When the pupils retell a story which they have heard, they not only enjoy it; they also fix it more firmly in their memories. The teacher may tell a story one day and have the pupils retell it the next. A number of methods may be used.

1. Divide the department into groups of two. A can tell it to B; then B can retell it to A. Thus in a very few minutes every pupil in the room can tell the story. To do this, have the pianist play a bit of music while the pupils tiptoe into positions with their chairs. The faculty can assist in equitably distributing the groups throughout the department.

2. Have the pupils go to their tables. Each helper should be in charge of the group at her table. One pupil may tell part of the story as the others listen. The helper may suggest when another may take up the story. Do not permit interruptions while one is retelling the story. Get the corrections when he finishes.

3. Have pupils tell the story to the entire group. When one gets through, ask the others to tell what was left out or told incorrectly. Let each pupil make only one correction till others have a chance. Be sure that they do not insert in the retelling what the story did not include the day before. Train them to tell what

was told. Sometimes, use two or three in order to tell the story. Have all alert by keeping them in expectancy of being called on.

Do not use too much time for retelling stories. Vary the methods. Scan magazines and reference books for other suggestions.

DRAMATIZING THE STORY

Some of the stories told in the Vacation school are capable of dramatization. Have the pupils dramatize them. Never import a ready-made dramatization. Never arrange one for entertainment of the public. Use dramatization solely for its teaching values and the great pleasure it gives the pupils.

Sometimes the teacher may have a spontaneous dramatization immediately following the telling of the story. Again, she may follow the suggestions for dramatization set forth in the text-book.

After a story is told, have it retold. Then let the pupils play it out. Engage in conversation about the story. Lead the pupils to a plot division. Let them discuss how many acts there ought to be and determine what ought to be done in order to play the story out. Generally, there need be but two or three acts and only one scene to an act. Call for volunteers to act out the story; they should make their own dialogue as they go. The other pupils should be spectators, or embryo theatrical critics. When the play is acted through, call for comments and suggestions. See what improvements can be made in either the acts or the arrangement. Have it replayed by another group. Have it criticised as before. Use each pupil as often as possible. Sometimes, as in the theatres, a large supporting cast may be used—soldiers, maids, servants, friends and so forth. Guard against two or three doing the bulk of the work.

It is probable that all this cannot be done in the time available the first day; if not, continue at the same period the following day. Perhaps the story will serve its purpose in two days, especially if some other story of dramatic possibilities follows. However short the



JUNIORS OF D.V.B.S., FIRST BAPTIST CHURCH, MOULTRIE,
GEORGIA, DRAMATIZING STORY OF JOSEPH



D.V.B.S., FIRST BAPTIST CHURCH, CHATTANOOGA, TENNESSEE,
DRAMATIZING STORY OF ESTHER

time given, have the pupils memorize exactly any dialogue from the Bible. This is a fine way to get some helpful memory work done. It is better, as a rule, not to use stories wherein Jesus appears; but when such a story is used, the teacher should read the verses spoken by the Saviour; never have him represented by a pupil.

If the pupils act out some story with animation and evident enjoyment, it may be well to give it as a demonstration at the commencement. If so, have the pupils work on it at several expressional activity periods and perfect it; or, after the main characters have won their places or been chosen by the vote of the department on the basis of merit shown in acting, have them meet for presession or afternoon conferences with the teacher.

It is not necessary to have any scenery or costuming in the expressional activity periods, though, when it is not too much trouble, the pupils may improvise it much to their profit and enjoyment. Use only such scenic effects and costumes, if a play of the pupils is used at the commencement, as the pupils themselves work out. They may become deeply interested in biblical manners and customs doing this. Watch out for such opportunities and make use of them. When such work is done, be careful to see that it does not encroach on the time of other phases of work.

REFERENCE BOOKS ON DRAMATIZATION

The most helpful books on such dramatization are Miller's two little volumes—"Dramatization of Bible Stories" and "Dramatization in the Church School." The second is supplementary to the first. Another very helpful book is Benton's "The Bible Play Workshop." The methods in Miss Miller's books need adaptation to Vacation schools. She developed them in a special dramatization period she had weekly in her own work, where much more time was available.

Helpful additional suggestions on dramatization can be found in Gage's "How to Conduct a Church Vacation School" (revised), chapter eight; Knapp's "The Community D.V.B.S.," chapter fourteen; Powell's "Junior Method in the Church School," chapter sixteen; and Betts' "Method in Teaching Religion," chapter fourteen.

PROJECTS

The word "project" has become almost as common as problem in religious terminology. Many books are coming from the press telling how to utilize projects in the various church schools. Religious magazines teem with articles on this now popular method of teaching. The Vacation school gives large scope for its use. The Sunday School Board departmental text-books incorporate into the curriculum a good many projects; but the daily programs are sufficiently elastic for teachers to introduce a good many more as expressional activities.

Some of the projects may last throughout the school; others may run a week; and still others may take but a day or two. Dramatization is itself a project. The project may be an imaginary trip to Palestine; the making of a picture book; a series of posters to illustrate any of several different subjects; making toys for crippled, sick or foreign children; making scrapbooks for nurseries; writing letters to missionaries; making a class prayer or a code of rules on any subject; surveying the church building and grounds with a view to remodeling or cleaning up; planning a program for the proper use of leisure time; planning how to improve the Sunday school department of the pupils at work on the project; and making bulletin boards, blackboards, and other equipment for the church. There are hundreds of them,—some simple and easily carried out; others too difficult and extensive for Vacation school work.

Towner, in his "Projects for the Church School," says that a project is "a problematic act carried to a conclusion through purposeful activities." In enlarging on his definition, he says that there are the following seven elements in a project: 1. It is an act; 2. It involves a problem; 3. It is a complete task; 4. It provides a natural setting for learning; 5. It provides motivation in the way of wholehearted, purposeful activity; 6. It provides a community of effort, or an opportunity for social living; 7. It ends in a practical result.

REFERENCE BOOKS ON PROJECTS

The most simple and helpful little book on how to utilize projects in churches is Hartley's "The Use of Projects in Religious Education." It is a very practical and helpful guide book. The most complete and thorough-going work on the subject is Shaver's "The Project Principle in Religious Education"—a very valuable book. Other books are Towner's "One Hundred Projects for the Church School" and Crum's "The Project Method in Religious Education." Chapter fourteen in Powell's "Junior Method in the Church School," and chapter twelve in Betts' "Method in Religious Education" give helpful suggestions.

PAGEANTS

Pageants ought not to be used in Daily Vacation Bible Schools. They are primarily for entertainment. Their teaching values in a Vacation school are very limited; they demand much time, far more than can be legitimately given them; and they call for much work on the part of the teachers. It is hoped that Vacation school teachers will not consider them at all in connection with their programs.

POSTER MAKING

Poster making offers a fruitful field for expressional activity. It can be utilized in all departments. Most of the material can be assembled without cost.

The most helpful book on poster making is Perkins' "The Amateur Poster Maker." Every one interested in posters should have a copy of it. Another book that will give a worker all sorts of helpful suggestions on what to put on posters is the "Child Welfare Handbook." This book has a miniature reproduction of every one of the several hundred posters put out by the National Child Welfare Association. These posters deal with many phases of health, habits, conduct and character. The book also gives information about the Association's health posters, some of which may be secured for the school; a list of free pamphlets, many of which can be used in Vacation schools; a list of health films and lantern slides, and the names of companies from whom



POSTER FROM FIRST BAPTIST CHURCH, NEWPORT NEWS, VIRGINIA

they can be secured. It also gives a long list of bureaus and organizations engaged in child welfare work. The cost of the book is trifling, only fifty cents.

A Few Poster-Making Rules

1. Do not crowd the poster; many posters have enough on them for two posters.

2. Always draw a heavy margin; for the average sized poster it should be about three-fourths of an inch from the sides, an inch from the top, and an inch and one-fourth from the bottom of the cardboard.

3. Put the most important thing in the most prominent place; do not fail to leave ample space about it.

4. Be careful with the lettering. Frequently, letters can be cut from advertisements.

5. Select the cardboard carefully, both with reference to color and stiffness. If the poster is to be fastened to the wall with thumbtacks, a lightweight cardboard will do; but, if it is to stand alone, use heavy board.

6. Get pictures and illustrations from magazines and advertising material. Often, a picture can be made far more effective by cutting out the background. The pictures will be more prominent and show up much better, if a heavy line is drawn around or partly around them to outline them.

7. If several pictures are used on a poster, group them harmoniously. For example, people should not be traveling in all directions..

8. Study magazine advertisements, which are often made up along poster lines, poster advertisements, and billboard advertisements to see how professionals make them. Examine other amateur posters to discover violations of fundamental rules and to find their good points.

GAMES

Games have great educational value. They are legitimate expressional activities. The teachers should plan definitely to include them in their program of activities.

The Sunday School Board departmental text-books make provision for their use at pre-session periods, at recess, on outings and indoors in the midst of the daily programs. The text-books carry appendices of games and give suggestions as to where suitable additional games may be found. See page 181 also. There is such a wealth of literature on this subject that it is not necessary to furnish a reference book list.

MEMORY WORK AND DRILLS

The daily programs in Vacation schools call for much memory work. Much of it is outlined in the departmental text-books. There is room for teachers to supplement with other work, if desired. It should be related to the stories and the other elements of the program.



BIBLE OR SWORD DRILL, DAILY VACATION BIBLE SCHOOL,
FIRST BAPTIST CHURCH, NORCROSS, GEORGIA

Care should be taken to see that the memory work does not become drudgery. Efforts should be made to get away from routine methods of doing it. It is wise not to call it memory work. Have it done without calling it anything to the pupils. Introduce the play ele-

ment; strive for the spirit of contest or rivalry. Seek new methods.

The Bible or sword drill has been very popular in the B.Y.P.U.'s for years. It is amazing how much pupils will learn in twenty days through proper methods in memory work and drills. Sudlow's "All About the Junior" has some very fine drills. Knapp gives some fine suggestions and outlines in his two books. Chapter nine in Gage's book is very helpful. Chapter seven in Brockway's "All About the Junior" is invaluable. All of the books are comparatively inexpensive. At least one copy of each of them ought to be available for the faculty. The methods suggested for Juniors apply almost equally well to Intermediates; and many of the methods can be adapted to Primary pupils.

NOTEBOOKS

All Juniors and Intermediates should be furnished notebooks. Much of the written work they should do is suggested in the text-books. The teachers may plan for still more of it. Encourage the pupils to do their work neatly. The helpers should see that all pupils do the required work, and render such assistance as may be necessary. See that each pupil's name is written on his book.

A good deal of the notebook work may be illustrated. Pupils may draw their own illustrations, or they may secure them from pictures found in magazines and elsewhere. There is wide field for the teacher's ingenuity in planning helpful notebook work.

Some day, the teacher may have a conversation with the pupils about prayer and follow it with a teaching period on prayer. Then have the pupils write a prayer.

The pupils may write brief essays—say for five minutes—on such subjects as *My Worst Faults*, *What I Want to Be When I Grow Up*, *What I Enjoy Most in the Vacation School*, *What I have Learned in the Vacation School*, *What this Vacation has Done for Me*.

The teacher should frequently inspect the notebooks to see that the work is being properly done. She may

look them over after the faculty meeting. She may find a number of helpful habit talks or conversational subjects in connection with the reading of the books. She may find something worth reading to the department and make it the basis of a conversation period. (Of course, she should secure the consent of the pupil before reading anything.) Sometimes, the pupils may be asked themselves to read what they have written. A general discussion may then follow. These few suggestions indicate what a rich field the notebook provides for the teacher who will make full use of it.

SURPRISE AND EXTRA FEATURES

All surprise features may not be expressional activities; but they may all be considered here. Boys and girls like surprises. They can be introduced at a number of places on the daily program. They may be hinted at in advance. The teachers should always stimulate curiosity in connection with them. One feature may be put on one day, another the next, and still another the third. Surprises can be put on by the principal for the whole school; the superintendent may put them on for her department. They may be "pulled off" by the faculty, by outsiders invited in for the purpose, or they may be stunts by the pupils.

Reference has already been made to making lantern slides from kodak pictures of the school and showing them at the commencement. If the church has a lantern, illustrated lectures can be given either in the regular session or as an extra at night.

A departmental teacher once told the story of Chocho the Health Fairy to the entire school for a habit story, while the principal illustrated the story with some slides rented for the purpose. Next day, some of the pupils retold it.

During the first week of the school, have the pupils make paper caps and paper flags. Then on Friday shorten the period a few minutes and put on an impromptu street parade. The pupils can then wear the

caps that afternoon and Saturday and give additional advertising to the school.

The story-tellers may appear in costume. When this is done, have the story-teller go out and prepare for entrance; stimulate the curiosity of the pupils in ways that will suggest themselves; and then have her admitted under such conditions as may be desired.

Bring in outsiders for special treats, especially in the way of brief entertainment programs. Have a good reader, not in the school, make a visit and give some bright little readings especially adapted to the pupils.

Invite some good musicians, vocal or instrumental, to make visits and give some special features. Always have them brief.

Organize a boys' quartet, but keep it a secret. Have them meet at the home of some teacher for special training. Hint about a special surprise, and some morning have them give their number or numbers before the entire school.

Put on some missionary program as a brief feature.

Invite a missionary to visit the school. The author once had a missionary from China and his young son visit his school for two days. The missionary gave brief talks each morning and an illustrated lecture two successive evenings. The son, dressed in native costume, sang and recited in Chinese and did a number of other little things much to the delight of the pupils. It cost just twenty dollars for this feature; but the parents were glad to take care of it along with the other good things in their freewill offerings.

Rent some educational motion pictures (Appendix II); borrow a theatre and put on a surprise. Announce that there are to be some pictures and where; but do not tell what they are nor on what day they will be given. Stimulate curiosity. Never have them on Monday or Friday for obvious reasons.

The author once put on three weekly features of this kind. He used two and one-half reels each week. The owner of the theatre was glad to furnish the building and equipment, and the operator was glad to give his

time. The three programs cost less than twenty dollars, or about three cents per pupil per surprise. The parents appreciated this extra also and gladly and generously provided for it. Each program lasted about thirty-five minutes. On the day the program was given, the hand-work period was shortened. The school lined up single file and, with flags flying, marched up the main street in perfect order. The pupils enjoyed it thoroughly; and the march gave some more fine publicity to the school and the church.

Chapter eleven in Knapp's "The Community D.V.B.S.," and chapter twelve in his "Sidelights on the D.V.B.S." give some very fine suggestions with reference to surprises.

Any teacher can work up a number of such extra features and greatly add to the enjoyment of the pupils. It must never be forgotten that attendance on the Vacation school is entirely voluntary. The more that is done to make the pupils enjoy the school, the greater the number that will come, and the more regular will be their attendance. Fortunately, many of the things done that are pure enjoyment to the pupils are also rich in teaching value. There is absolutely no reason for a Vacation school becoming stale, flat and unprofitable. One who has read thus far in this volume can now easily understand why children cry when, because of illness or other reasons, they have to stop school; why so many are never tardy nor ever miss a day; and why they want the school to go on all summer.

PICTURES AND ART

There is a large place in the Vacation school for pictures. Those prepared for use in connection with the text-books are always available. Those frequently found in the Sunday school departments can be utilized. Sometimes, a fine painting may be borrowed. Other appropriate pictures can also be borrowed. Pictures can be cut from magazines and found in other ways and used in building up educational posters. Stories may be told about authors. Conversations may be developed in

connection with the showing of the pictures. Note-book work may be possible also.

Never show a picture in advance of the conclusion of a story with which it is to be used. Also keep it out of sight till it is to be used.

Never give out a picture in a set accompanying the text-book before the program calls for it.

If pictures are used daily in connection with the Bible stories, hang the picture at the close of the period and add a picture each day; but take them down at the end of the week and start with a new set the next week. The pictures may be used again, however, for review purposes.

Always hang the pictures low so that the children may see them easily and study them closely. Encourage them of their own accord to talk with one another about the pictures.

Occasionally, have the children pose in imitation of some of the pictures. Many pictures, such as *the Angelus*, *the Sower*, and *Feeding the Birds*, lend themselves to this type of activity.

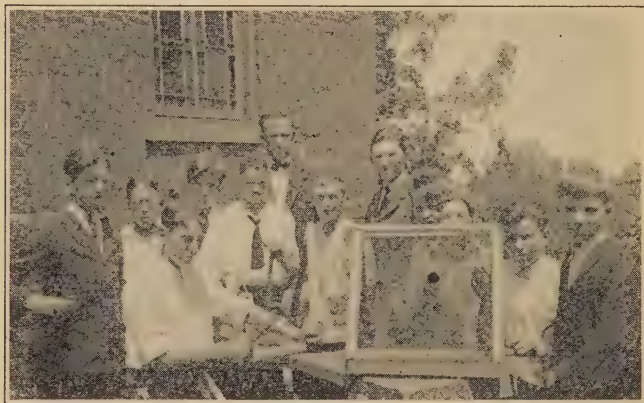
Perhaps, in addition to pictures, it may be possible to make use of some art objects, and especially some pictures of some appropriate master art subjects. If the Vacation school can, in addition to its moral and spiritual teaching, help the boys and girls to appreciate good pictures and art and also assist in the forming of proper tastes along these lines, it will have made extra contributions to the enrichment of the pupils' lives. It is really surprising in how many ways the Vacation school can be made to minister in vital ways to the children.

REFERENCE BOOKS ON PICTURES AND ART

Some most helpful books for additional suggestions as to the use of pictures and art are Bailey's "Art in Religious Education" and Beard's "Pictures in Religious Education," and Hurl's "How to Show Pictures to Children." Pace's "Pictures that Preach" contains brief lectures on twelve great pictures.

HANDWORK

Other sections of the volume dealing with various phases of handwork are: *Selecting Extra Handwork Teachers*, chapter six; *Securing Supplies, What should be Furnished the Pupils*, and *Handwork for the Sunday School Board*, chapter eight.



INTERMEDIATE BOYS MAKING FLY TRAPS

Why Have It?

There is one type of Vacation school that has no handwork at all. There are some ministers and other church workers who think there is no need for it in the Vacation school. Certainly, the work is simplified and the cost of a school reduced, if no handwork is done. Why not do all the teaching in two and one-half hours and leave out the last half hour devoted to handwork? Some have reported that they have no trouble in holding children without it. Mr. Knapp, one of the most successful Vacation school directors in the country, has made but very little use of it. Supposing, then, that just as many children will attend without as with handwork, and that its absence simplifies the program,

requires fewer teachers, less work and expense, what is its justification?

The Pupils Enjoy It

The pupils in all departments get a great deal of pleasure out of it; and one of the larger purposes of the school is to help the children have a good, wholesome, happy time. Children like to do things. They have strong creative impulses. They look forward to the last period each day when they can give an outlet to these impulses in the making of things either for themselves or for others.

It Has Fine Teaching Values

Handwork has many fine teaching values. Much of it can be closely related to the themes of the daily programs. Frequently, the work done—such as making posters, maps, clay models, cut-outs and so forth—can be made to supplement and illustrate other work.

It Has Character Values

It can be made of great value in character training. It may be a project in which a group are working together; or it may be that groups of two or three work together on an object,—in either case learning to do team work and how to live together. Much of the handwork made in Vacation schools is for others; in no school should the pupils make things only for themselves. The handwork, therefore, develops in a very fine and practical way the spirit of unselfishness and altruism.

A group of girls made dresses and, after the exhibit at the commencement, packed them and sent them to the denominational orphanage in their state. Another group made pillow cases and sent them to a denominational hospital. Some Intermediate boys made frames for twenty-five or thirty Sunday School Normal diplomas that had been recently granted to teachers of the Sunday school. They sawed the molding, sandpapered it, fitted it together and then painted each frame. On commencement night, the diplomas, neatly framed, were on exhibition. Some girls and boys took some empty bottles

and jars and worked them into baskets for use in the church as vases for flowers. Some boys made blackboards for use in the church. Another group, under the direction of the pastor, made a beautiful bulletin board to put in front of the church. Some Primary children made toys and gave them to a mission kindergarten in the city.

In one city, all the schools made dolls, toys, towels, dresses and other things; had them in a city-wide exhibit at the close of the schools, and then sent them to the children in the Near East. One can readily imagine how the making of these things gave the teachers many wonderful opportunities to interest the children in the welfare of these unfortunates, and vitalize for them the story of the Good Samaritan.

It Is Inherently Educational

Handwork is educational in and of itself. If the teachers will carefully plan the work and see that certain fundamental rules are carried out, the actual making of things is of great practical value. Handwork can be utilized in helping to form good habits and in training the hand, head and heart to work together in worth-while activities.

Precautions to be Observed

1. Do not emphasize the handwork in order to get the boys and girls to attend the school; it is not needed as a bait. Do not play up the handwork. Speak of it along with the other things to be done. Keep it properly related to other activities. It can be so stressed that the pupils will think of it as the big thing in the school.

2. Restrict the time for handwork. Thirty-five or forty minutes a day are sufficient. It is poor judgment to give an hour or more to it each day. Teach the pupils to lose no time in getting to the work. If they put away their tools and material each day as they should, they can get to work at once.

The best time for the work is the last period of the day. Do all other work first while the minds of the pupils are fresh, before they get tired and before the hot hours of the day.

3. Be careful to see that no pupil is permitted to do handwork who "cuts" the rest of the program. This should be an ironclad rule.

4. Each department should plan its handwork, secure the materials and make samples of everything to be made before the opening of the school. Unless the work is properly supervised and made really educational, it is far better not to have it. If the pupils are turned loose largely to their own devices and left to do very much as they please, they will learn a number of bad habits or give additional strength to those they already have.

5. Do not think that any particular kind of handwork is essential. Some schools seem to think that unless they have basketry, hammock making, weaving, sewing and carpentry, they cannot have handwork. None of these, nor all of them together, is essential. The things that can be made are so manifold, and local conditions and the skill of the teachers are so varied, that each school should adjust the kind of work to be done to the training of the teachers and the availability and inexpensiveness of material.

6. Do not attempt to make too many things, or poor work will be manifest and expenses will greatly increase. On the other hand, do not plan any work that will require too long to complete. Boys and girls like frequent changes of activities. They grow tired of working on an article after a week or so.

7. Do not plan for work that is involved or difficult; the simpler it is, the better.

8. Do not have any department make the same things two years in succession. The Sunday School Board departmental text-books keep this in mind in making handwork suggestions.

9. Never, under any conditions, allow pupils to take handwork home with them except on the first day, nor



HANDWORK IN A MISSION VACATION SCHOOL RUN BY THE PRESBYTERIANS IN LOUISVILLE, KENTUCKY. NOTE ORANGE CRATES, CIGAR BOXES, NEATLY PAINTED TOY FURNITURE

to work on it at pre-session periods, or in the afternoons. This may be modified the last week of the school to permit the finishing up of some objects provided the faculty are on hand to supervise it. One of the fundamental characteristics of life is to become tired of anything when we have enough of it. It is a very happy condition to have children begging for extra time to do things in which they are interested, or to have the school continue; but to grant their requests might result in their getting enough and losing interest. This principle should be kept in mind all through the Vacation school.

Suggested Handwork Rules

There is no need to formulate a list of rules for the pupils to go by; but each school should have some well defined rules for the handwork teachers to make use of in connection with the work. The rules should be considered in faculty meetings; and all handwork teachers and helpers should know them and observe them. Some general rules are given here; but each faculty should feel free to add to them and make necessary adjustments to fit local conditions.

With Reference to the Pupils:

1. Have each pupil write his name on his handwork. To avoid confusion, it is well for him to write his name with pencil on each separate piece before it is put together.

2. Require each pupil to complete one handwork article before starting on another. The world is full of people who are always beginning and seldom finishing things.

3. Do not let the pupils work too rapidly. Encourage them to do thorough work and to take pride in turning out neat, finished articles. Do not pass poor work.

4. Do not permit the pupils to become disorderly, nor let them be idle. While there should be much freedom during the handwork period, it is hurtful to do away with discipline.

Some pupils will always finish a piece of work in advance of other pupils. It is wise to have some sort of extra work for each pupil, something on which he is only to work while waiting for other pupils to finish up. If raffia is available, for example, the pupil may start on a raffia mat on which to put hot dishes. It takes but little room and requires several hours to make. One mat will perhaps take up the extra time of a pupil for the entire school. Teachers can plan other things for this purpose.

5. The handwork belongs to the school and not to the pupil until after the commencement, even when he may be making it for himself. Therefore, do not permit the pupils to take their handwork home when finished, nor allow one to have his handwork before the commencement if he drops out of school. Let him come for it with the other pupils after the commencement.

6. It is often well to have the pupils work in pairs or groups. It is much easier to have two boys, for example, work together on a birdhouse; they can together make the first and then the second. This simplifies supervision and requires fewer helpers.

7. Even if there be a janitor, always require the pupils to clean up the waste after the day's work and thus leave the room or working quarters clean and neat. This is a good habit the pupils need to form for use everywhere in life.

With Reference to the Faculty:

8. Do not yield to the temptation to do the work for the pupils. Let it be their work. Do not touch it up.

9. The handwork teachers and helpers should work out plans to take good care of the handwork done and see that it does not get mixed up either in the making or after it is finished. It should be put away in a safe place each day and kept, if possible, under lock.

10. Either have the pupils plan with the teachers as to the disposition of the handwork, or else acquaint them fully with its disposition before they begin making it. Always plan to secure their hearty co-operation.

11. At the beginning of the school, tell the pupils about the exhibit of handwork at the commencement (their

parents and friends will probably be there to see it) and create within them a vital interest in the exhibit and a desire to do good work.

12. Take care of the handwork material. Do not let it be wasted.

13. Keep the handwork simple and inexpensive. As far as possible plan it so as to use free material.

14. Arrange the handwork by departments for exhibit at the commencement. Have the pupils assist the faculty in receiving the guests and showing them the handwork.

15. Give out no handwork at the commencement. Have the pupils return the next day for the handwork they are to take home, and assist in packing any that may be sent away.

REFERENCE BOOKS ON HANDWORK

The Sunday School Board departmental text-books carry appendices of handwork patterns, directions for making the objects and general suggestions of value. Wardle's "Handwork in Religious Education" gives a fine discussion of the educational values of handwork and many practical suggestions and illuminating illustrations. Hall's "Church and Sunday-School Handicraft for Boys" is perhaps the best pattern book in this field and worth all it costs. "Handicraft," by the Playground and Recreation Association of America, is one of the best general collection of patterns in existence. Its price is very reasonable.

Gage gives many suggestions and patterns for graded handwork in chapter eight of the first edition and chapter eleven of the revised edition of his "How to Conduct a Church Vacation School." Chapter nine, revised edition, also has suggestions for handwork in connection with Bible drills.

For Basketry use "Priscilla Basketry Book No. 1."

For carpentry use Siepert's "Bird Houses Boys Can Build," Johnson's "Coping Saw Work," Van Deusen's "Beginning Woodwork," and Hall's book.

Other books: Peterson's "Educational Toys," Littlefield's "Handwork in the Sunday School," and such books and magazines as the teacher may have.



VOLUNTEER FACULTY OF D.V.B.S. FIRST BAPTIST CHURCH, WASHINGTON, GEORGIA
(Twelve Sunday-school teachers were on this faculty)

APPENDIX I

TESTIMONIES

PASTORS

"My church has conducted a Vacation school for five consecutive summers. Last year was the greatest of the five. My church has come to look upon the Daily Vacation Bible School as an established institution of the church life."—*Charles H. Berry, Kansas City, Mo.*

"The Vacation school has reached a good many people in the city who were not Baptists."—*Claude W. Duke, Tampa, Fla.*

"The Vacation school does more than furnish a place to amuse children. It has in it a real value. The public sees at once that you mean business in your work. You learn of people whom you would not reach in your Sunday school, for outsiders will patronize you. In fact, it is the best real teaching opportunity a church has because it gives a daily, consecutive course."—*Luther Little, Charlotte, N. C.*

"The Vacation school meets the great need of supplementing the time given to religious instruction in the Sunday school; and it gives an increased opportunity for the development of Christian character. We count the Vacation school as one of the most constructive pieces of work we have done. It is the best summer work any church can do."—*O. E. Lee, Education Director, Greensboro, N. C.*

"I wish to say emphatically that the Vacation school is an indispensable adjunct of the church."—*J. H. Binsted, Petersburg, Va.*

"We have had six Vacation schools and have baptized from five to twenty children each year following the close of the school. You see from my long letter that I am

an enthusiast. My wife is even more so."—*W. T. Turner, Waco, Texas.*

"I know of nothing that fills its place in popularizing a church, reaching the unreached and sadly neglected constituency in character building along moral, patriotic and religious lines."—*L. O. Leavell, Ripley, Tenn.*

(In Mr. Leavell's second school, so many children came out from Memphis, some forty miles away, to attend, that he had to pass a rule forbidding admittance to city children on account of lack of room.)

"The character of work done in the Vacation school arrested the attention of some of our young people that we had failed to reach through the Sunday school and the young people's unions, and they were then won to the Sunday school and the unions."—*L. F. Maynard, Cedar Grove, La.*

"Our Vacation school was one of the most successful enterprises ever undertaken by our church. It thoroughly gripped the adults as well as the children. About 300 were enrolled. The average attendance was about 250. The interest was superb."—*R. W. Thiot, Deland, Fla.*

"We enrolled 124 children in our first Vacation school. The average attendance was 109. One hundred and eighteen took part in the commencement exercises. I have never known anything to succeed in church work like this school did. The teaching we accomplished was tremendous. Any pastor can double the amount of religious teaching for his children with a Vacation school."—*Charles F. Sims, Liberty, S. C.*

"I consider our Vacation school of incalculable value to our church. I believe the boys and girls received the best training and knowledge of the Scriptures that has been given them by our church. It has helped the pastor and the assistant better to know the youth of the church; has tied them more securely to the church; and has created among the parents a greater sentiment for the educational work of the church."—*A. H. Doty, Education Director, Jackson, Miss.*

"I do not believe anything has presented itself to us in our work which offers so much pleasure and profit

for so small an outlay of time and money as the Vacation school. One mother came to me and said that the school had done more for her two restless boys than every other good influence and effort had done. For the growth in spirituality and the training of workers, the benefit is immeasurable. The school caused two of our boys to hear a call to world-wide service.”—*J. C. Owen, Meridian, Miss.*

“The interest in our Vacation school increased steadily, and the packed house at commencement proved conclusively that there had been many converts to the D.V.B.S. We feel that the most successful feature of the school was the intensive work done in Bible drills and memory work.”—*W. F. Yarborough, Hattiesburg, Miss.*

“Every church should have a D.V.B.S. every summer, and any church can have one if it really wants one enough. Not one of us had ever been in a school. We knew nothing except what we had read. I feel that our people think we had a good school. We will have a better one next year.”—*A. S. Johnson, Mount Olive, Miss.*

“The pastor was brought into close touch with the children. He had an opportunity to teach them. He won a place in the hearts of parents not before interested in church work; and he discovered good workers for other departments of the church work.”—*J. W. Bruner, Chickasha, Okla.*

“Our Vacation school was the only thing I have ever undertaken that went beyond my expectations. Our school was the most-talked-of thing in town; had I needed money I could have raised almost any amount from the business men outside the church. I would no more think of not having a Vacation school next year than I would think of dismissing Sunday school for a month.”—*Harry Morgan, Clinton, Okla.*

“A church in a position to have a Vacation school makes a serious mistake in not taking advantage of the hands stretched out to help in the undertaking.”—*Marius James, Accomac, Va.*

“The foremost difficulty in our school was that we had too many pupils. The school was successful in every

way. We had many foreign children in our school and their parents came to the commencement."—*Miss Beulah Doerr, Educational Director, Marion, Ill.*

"As a result of our Vacation school, the pastor, my workers and musicians and I meet each Friday from three to four for an hour of Bible stories and songs. Last Friday we had forty-two children present."—*Miss Harriett Dobbins, Principal, Birmingham, Ala.*

"The Vacation school caused the greatest revival in the history of the church. We started the school with fifteen. Some men became enthusiastic, and sent out trucks. We closed with 135. The teacher-training work and the school resulted in a graded Sunday school."—*William Waterhouse, Sunday-School Field Worker, Ga.*

"Our school kept the children absolutely busy and off the streets for fifteen days. Much to our regret we were compelled to turn away fifty children or more after the FIRST DAY."—*V. C. Kincaid, Haleyville, Ala.*

"Our Vacation school came to a glorious conclusion with a very fine demonstration program. The children were simply charmed with the work; and the parents also. I do not believe our community will be satisfied without a D.V.B.S. another summer."—*W. A. Duncan, Hartwell, Ga.*

"I think it is the unanimous opinion of the church that our Vacation school was the greatest thing ever undertaken in it, and that more was accomplished in the time than could have been any other way. It was the best training we could ever have given the children and was so interesting they wanted it to run six weeks longer."—*E. W. Carter, Educational Director, Fort Worth, Texas.*

"Our school was a miracle to the high-school teachers of our community who said the text-books stated more theory than could be carried out. It meant two weeks hard work for the faculty; but I have never seen anything that meant more to the children. Ours was a country school in which three Baptist churches co-operated, but we are already planning for each church to have its own school next year."—*Mrs. J. J. Waldrop, Principal, Vale, N. C.*

"The school did a great deal of publicity work for our church and strengthened its grip on the boys and girls. I am certain my friendship with the boys is twice as strong as before the school."—*Paul Wheeler, Mullins, S. C.*

"We have just closed our first Vacation school. It has been a revelation and an inspiration to our people. We had an average attendance of 225. It blessed the whole church and has developed workers that will be a blessing to us in the future."—*J. R. Nutt, Lufkin, Texas.*

"The whole community, as it looked on the work of our Vacation school, caught a new vision of the church at work among its young people."—*M. M. Benson, Conway, S. C.*

"The D.V.B.S. went like wild fire in our town. We had to stop further enrollment at the end of the first week. The Jews and Catholics sent us their children. The town is very enthusiastic about the school."—*Chesley L. Bowden, Humboldt, Tenn.*

"On the closing day of our Vacation school, twenty-nine Juniors publicly accepted Christ. Not a Junior was left. The most successful features of the school were the stories and the Bible period. As a result of the school parents are coming to the church now who had never come before."—*Emmett Williams, Educational Director, Birmingham, Ala.*

"To say that we were pleased with our first Vacation school is to put it mildly. Nothing has ever grown on me like the D.V.B.S. The children were simply carried away with it and voted 100 per cent to have a school again next year."—*W. J. Bolt, Simpsonville, S. C.*

"Our Vacation school won the unanimous approval of all the children and people of the community. Modestly we can say that our school was really a great success."—*H. I. Hester, Principal, Greenville, S. C.*

(Mr. Hester is professor of religious education of Furman University.)

"The Sunday-school teachers say that they are perfectly amazed at the Bible knowledge the children have gained in our Vacation school. As a result of the school,

our church has become the most popular place in town for the children. They had to be run away from the church every day after the school closed and just begged for the school to run longer."—*C. C. Coleman, Charleston, S. C.*

"Our chief difficulty in the Vacation school was too many children for the equipment. Pastor and parents were charmed, gratified and surprised at the wonderful amount learned. Children wanted the school to run longer. One said, 'I wish it would last 1,000 days.'"—*A. T. Allen, Edgefield, S. C.*

"To my mind a Vacation school is one of the best things we can have in our church. It has wonderfully helped the children of the church and the community. This is the third successive year we have had a school; and we find that the children are more interested in going to Sunday school, and are more eager to do something. If anyone ever says that they can't have a Vacation school in the country, tell them that it can be done."—*Miss Grace Stephens, Principal, Holly Springs, N. C.*

"Many of our pupils came from as far away as five miles. Next year we are planning to run a truck and gather up the children in the outlying districts."—*C. H. Mount, Beaufort, S. C.*

"I believe that the Vacation school will be a permanent part of the educational program of our church. In 1923, our average attendance was less than 80; last year it was 161; this year it ran to 275. We enrolled 444 this year, 230 of whom were Juniors and Intermediates. We had many children from no Sunday school and 51 Catholics."—*J. A. Musgrave, West Frankfort, Ill.*

OTHERS

The Committee of Progress in Religious Education during 1923-24, reported as follows at the national meeting of the Religious Education Association:

"The Daily Vacation Bible School has become generally accepted as one of the essential community agencies in religious education. There has been a growing conviction on the part of the churches and communities

that here is a valuable opportunity in intensive, systematic education of youth in religious training which ought no longer to go to waste."

The Committee on findings at the annual meeting of the Editorial Section of the International Council of Religious Education in 1925, said, "We regard the Daily Vacation Bible School as a medium through which we can best approach the whole program of enlarging our educational program."

Dr. Z. T. Cody in an editorial in the "Baptist Courier," May 7, 1925, in which he was writing of the whole problem of week-day religious education, closed with this paragraph:

"What we call attention to now is that the Daily Vacation Bible School is the best solution of the question that has yet been found. This can be a real school. It utilizes a period of the year that is not otherwise utilized. It gives religious instruction that is desired. It gives it in a way that conflicts with no principle of state or church; that does not run over the rights of any minority; . . . What is more, the D.V.B.S. gives more of religious instruction to the children than any method yet devised of introducing Bible study into public schools. With all our hearts, and from every point of view, we commend this work to our people."

The "Baptist" in August, 1924, commented editorially as follows on the Daily Vacation Bible School:

"All over our land, and to some extent in other lands, this unique combination of vacation and school, of religion and practical handwork, of pastime and far-reaching purpose has been winning its way with thousands of children in early summer. It is a wonder institution which to many people seems to have sprung up almost over night, though it is something like a score of years since a Baptist preacher first thought it out and then tried it out and began its propagation. Church people are learning what it means, editors are becoming aware of it, and great dailies make editorial comments on its excellent achievement."

The "Kansas City Journal," in an editorial July 19, 1925, following the close of fifty-five Daily Vacation Bible Schools of the city said, "It is unfortunate that the Vacation schools cannot be conducted throughout the summer. . . . The Bible schools provide the necessary link between the schools and religious training, without precipitating any of the controversy certain to arise when efforts are being made to place the Bible in the schools attended by pupils whose parents are of all shades of religious opinion and often of none at all."

In an address before the annual meeting of the International Council of Religious Education in Chicago in February, 1925, Dr. George H. Betts said that from this time on the Daily Vacation Bible School must be reckoned with as one of the major religious educational units.

PARENTS

A Methodist grandmother wrote a Baptist pastor and said about his Vacation school, "I don't think there ever was a greater opportunity offered the children for the summer vacation than your school. My little granddaughter from Florida attended your school last year. She came to visit me this year the day before the school opened. The first question she asked me was, 'Has the Bible school opened yet?'"

A Methodist mother writing to a Baptist pastor of her Primary child, said, "Every day has been looked forward to with delight. Her interest in her work has been wonderful. She wants to teach others what she has learned."

A father wrote, "We feel that our three children have got training in the Vacation school they could not get at home or elsewhere, for we are not qualified to give it. They have enjoyed the school very much."

A farmer, two miles out, whose children walked to a Vacation school every day, wrote, "I think the school one of the greatest moves our church has ever made. It means so much to the children. Ours did not want to miss a day."

A mother writing about a second Vacation school her children attended, said, "Our children eagerly looked forward to the school and have enjoyed it even more, I believe, than they did last year. The memorizing of Scripture and the correlation of handwork is indeed wonderful."

A mother wrote, "My three children have not missed a day. I count myself fortunate for my children to have such a privilege. In planning their vacation they would always say, 'We can't go away nor have company in July, for we are going to the Bible school then.'"

A Methodist father in writing a Baptist pastor thanking him for the blessings his children had received in the Vacation school, said, "My wife and I surely enjoyed the commencement. It was a pleasure to see how much the children had learned about the Bible. We are happy that our children could go and profit from it so much."

A farmer who lived three miles out from a town wrote his pastor, "Words cannot express our appreciation to you for the help and kindness shown our five children while in school. They were eager and anxious to go every day; and realizing what the school meant to them, we have tried to send them every day."

A mother wrote her pastor, "I feel so grateful to you for the wonderful training my little girl has had that would have been impossible for me to have given her at home. I feel like the Vacation school is the one thing that will best help the children pass their vacation time."

CHILDREN

An Intermediate girl wrote after the close of her third Vacation school, "During my three years in this school I have learned more about the Bible than I ever knew before in my whole life."

Another girl wrote, "I have been all three years and enjoy it better every year."

A Junior girl wrote, "I like everything about it; so it is hard to pick out what I like best."

A Junior boy, boy-like, wrote: "I like the picnics best, for I have such a good time. Next I like the movies (educational pictures shown in the church) best. Then I like the rides."

An Intermediate boy wrote: "I like best the teaching of the Gospel of John. It is very interesting. I think before we get through with our month's work, that we will know it by heart."

A Junior girl whose powers of description failed her, said, "I like everything."

A country girl attending a Vacation school in town, wrote: "What I like best is Mr. and Mrs. _____ [she named the pastor and his wife] and all the teachers doing so much for us and giving their time to us. We sure do appreciate it and the good times we are having."

Some Oklahoma girls wrote a missionary in Brazil during one of the daily periods. One girl wrote as follows:

"Our dear Missionary: I am in the Vacation Bible School. We have a sewing class and then memory class. I like both very well. We are making dresses now. We are learning the Beatitudes. We have already made bags for our other sewing. I am making a dress with a cute design on it. The color is old rose. I am writing letter in memory class. We are learning, 'Day is Dying in the West.' We have lots of boys in school. They aren't all writing. We are making the Garden of Eden. Will close."

Another girl in the same school, among other things, wrote: "I am a little Christian girl and belong to the church. When I get large enough to give up my home and all my good friends, I some day hope to do missionary work like you are doing." (The missionary sent these letters to the author.)

A Junior in the country told her mother she wished the school would last five weeks instead of five days.

Two Intermediate girls rode five miles every day in a buggy to attend a Vacation school. In another

school a Beginner and a first-year Primary, brothers, walked two miles every day to a Vacation school and did not miss a day out of the twenty days.

A Texas principal wrote that the children in her school voted the daily Bible drill to be the most enjoyable. The story hour ran a close second. Dramatization was also very popular. The children in this school begged to be allowed to stay longer. The last week, a number of teachers and pupils brought lunches and stayed at the church all day.

In one school the children asked that it continue until September. The school was held in July.

An eleven-year-old girl attended a Vacation school in one of the largest churches in Texas in 1925. When the school was over she went to a town about twenty miles away and conducted a Vacation school herself that was richly blessed.

A Methodist mother sent two of her children to a Baptist D.V.B.S. in Arkansas. The principal said to her, "We are glad to have your children." She replied, "We are so glad for them to go. My husband has to take his vacation next week. It is the only time he can get. We are so sorry we have to take the children out. They are crying about it."



BEGINNERS AT RECESS

APPENDIX II

WHERE TO GET FILMS AND SLIDES

"Motion Pictures in Education"—Thornborough and Ellis—is invaluable for one interested in this phase of religious education.

Films

The following educational institutions furnish motion pictures and slides, frequently without further cost than express charges:

University of Florida, Gainesville, Fla.

Illinois Agricultural Association, 608 S. Dearborn St., Chicago.

University of Kentucky, Lexington.

Louisiana State Normal, Natchitoches.

Mississippi Agricultural and Mechanical College, Agricultural College.

North Carolina State Department of Education, Raleigh.

University of Oklahoma, Norman.

Texas Agricultural and Mechanical College, College Station.

St. Louis Educational Museum, St. Louis, Mo.

Children's Bureau, Washington, D. C.

If interested, write to school in your own state. Consult your county home demonstration or agricultural agent, high-school agricultural teacher, or write the Agricultural Extension Division of your state university.

Many of the commercial film companies have educational films that can be rented cheaply. The names of some will be furnished upon request. The National Committee for Better Films, 70 Fifth Avenue, New York City, has some helpful free literature.

Slides

Upon request, the Daily Vacation Bible School Department of the Baptist Sunday School Board will furnish names of commercial companies that rent lantern slides suitable for Vacation schools and church purposes.

It will also give information about mission lantern slides put out by various missionary agencies. The Educational Department of the Baptist Foreign Mission Board, Richmond, Va., has several sets of mission slides.

Write your State Health Department for information about health slides and also consult your county agent.

ORGANIZATIONS DEVOTED TO CHILD LIFE

Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

American Child Health Association, 370 Seventh Avenue, New York City.

National Tuberculosis Association, 370 Seventh Avenue, New York City.

American Social Hygiene Association, 370 Seventh Avenue, New York City.

National Child Welfare Association, 70 Fifth Avenue, New York City.

All of these organizations have free literature which will be mailed out, together with catalog and price list of their publications, upon request. Much of it will give helpful and stimulating ideas for incorporation into the Vacation-school program.

The Baptist Sunday School Board and Associated State Baptist Book Stores can furnish any book mentioned in this volume.



DEPARTMENTAL GROUP (1926) D.V.B.S. FIRST BAPTIST CHURCH,
KEY WEST, FLA.

APPENDIX III

The following *Classification of Age Periods* is reproduced from the "Normal Course in Play" by the permission of the owners of the copyright, The Playground and Recreation Association of America. Ginn and Company also gave permission for the reproduction of the article, much of which is taken from Johnson's "Plays and Games." Although the classification is more complete than necessary for the use of Vacation-school teachers, it is printed in full because of its general value to all church workers with children.

Classification of Age Periods

A number of students of the subject have divided the child's life into different age periods. Dr. Joseph K. Hart suggests the following psychological classification of three age levels:

1. The segregative level—children to 6, 7 or 8.
2. The group level—children from 8 or 9 to 12, 13, 14 or 15.
3. The team level—upward to maturity.

The great pedagogical need of our times, says Dr. Hart, is the understanding of groups and teams—their relationships to each other and the real way in which the latter depends upon the former. Play has the most important part in this understanding.

Joseph Lee has made the following classification:

1. *First three years.* Period of babyhood when the child's life is largely in his relation to his mother. Creative impulse begins to manifest itself in this period.
2. *Three to six.* Age of Impersonation. Impulse to impersonate colors almost all the child's activities. Main lines of growth in this period are along the lines of fight-

ing, nurture, rhythm, creation, curiosity and social membership.

3. *Six to eleven.* "Big Injun" or age of self-assertion, dominated largely by the fighting instinct, though the chasing, nurturing and other instincts are strong.

4. *Eleven to fourteen.* Age of loyalty. The belonging instinct is strong. It is the age when gangs flourish.

5. *Fourteen to twenty-one.* Apprentice age.

These periods, Mr. Lee points out, are not separated by hard and fast lines. They not only shade into each other but overlap. The impulse for self-assertion often shows itself before the age of six. Loyalty is not suddenly born full-fledged when the child becomes eleven years of age, but it has its roots running back to the very beginning.

George E. Johnson has made the most detailed classification which has been evolved. His classification is based on the theory that play activity varies as the structure of the animal varies, and that anatomical and mental growth are inter-dependent.

The following material outlining Mr. Johnson's classification is taken from "Education by Plays and Games," by G. E. Johnson, published by Ginn and Co., by whose courtesy it is being used.

PERIOD 1—AGES ONE TO THREE

Essential Characteristics:

A. *Physical.* Rapid growth first year. Weight trebled. Length increases seven or eight inches. Brain increases in weight two or three times.

B. *Mental.* Memory begins; movements and sounds are reproduced through imitation by sixth month; there is constant movement every waking hour. These movements beginning in the reflex, instinctive and impulsive movement increase in intensity in the subsequent motor play of the child. With the development of association, memory, control of speech muscles and imitation, speech appears. All the way along interest follows the line of developing powers.

C. Play Characteristics. It is important that environment shall be such as to give suitable opportunity for the natural plays of this period. These may be prescribed as sucking, grasping, mouthing, kicking and other movements of the limbs, climbing, walking and talking.

The apparatus and toys of this period consist of bright stones, sticks, spools, keys, bright objects suspended to attract attention, celluloid balls, blocks, linen picture books and similar toys. There is free play with toys and with common objects used as toys, simple constructive play with blocks, digging in the sand, doll play, Mother Goose plays, counting repetition and rhythm. The games and Mother Goose plays adapted to this age include such games as *Peek-a-boo*, *This Little Pig Went to Market*, *Pat-a-cake*, *Ride a Cock Horse*, *Trot, Trot to Boston*, *Ring Round Rosey*, and finger plays.

PERIOD 2—AGES FOUR TO SIX

Essential Characteristics:

A. Physical. This period is a continuation of the first in many essential features. There is still a rapid growth of the body and brain, the brain growing but little in size after the sixth year. Great physical activity marks this period.

B. Mental. Memory is strengthening; reason and judgment are lacking compared with sensory knowledge and the child jumps to ludicrous and false inferences. It is an imitative period. The imagination is very active, and the child builds freely with his mental images.

The child begins after his fourth year to play with children rather than adults. He is selfish and self-assertive and quarrels frequently.

C. Play. The apparatus and toys of this period consist of sand pile, moulds, carts, climbing tree or ladder, slide, swing, see-saw, doll-house, toy furniture, drums, trumpet balls, bean bags, scissors, paste, modeling clay and similar kindergarten material. At this age, the use of play rooms is effective.

The kind of play consists of:

(1) *Free Active Plays.* Running, rolling, balancing, climbing, pushing, jumping, digging, tossing and catching.

(2) *Imitative and Dramatic Plays.* Keeping house and store, playing Indians, firemen and the like.

(3) *Constructive Plays.* Play in sand pile, clay modeling, building with blocks, sewing.

(4) *Collection and Hoarding Plays.* Collecting of ribbons, buttons and the like; picking flowers, berries, gathering nuts.

(5) *Nature Plays.*—Sand excursions; watching birds; picnicking; planting seeds.

(6) *Drawing Plays.* Drawing with pencils; tracing pictures.

(7) *Music Plays.* Finger games, such as "*Here's a Ball for Baby*," "*The Little Men*."

(8) *Story Interest.* Telling and hearing stories.

(9) *Formal Games.* There are very few formal games in this period except through leadership of elders. Games consist of ring games with singing and rhythmic motions, chasing and tag games, *Hide-and-Seek*, *Drop the Handkerchief*, and similar games.

PERIOD 3—AGES SEVEN TO NINE

Essential Characteristics:

(a) *Physical.* This is a particularly important period since it is the transition age marked by cessation of rapid brain growth, slower physical development, change in circulatory system with tendency toward heart weakness and fatigue.

(b) *Mental.* Reasoning power is still weak, memory is strengthening. Imagination is active, beginning to be of more definitely creative type. Interest in activity shifts to interest in result. Senses are practically perfected and sensory interest continues very strong. Interest awakens in competition and child begins to play games according to form and rule with other children.

(c) *Play.* The apparatus and toys of this period include the sand pile, seesaw, climbing rope, climbing and

tilting ladder, board slide, jumping pit, wheelbarrow, shovels, ring toss, ten pins and similar equipment.

The plays and games must develop motor activity of infinite variety but with definite purpose and interest in the outcome. Hence, the value of simple competitive games, games of chance and constructive and dramatic play.

Types of play include:

(1) *Free Active Plays*. Climbing, running, swimming, skating.

(2) *Dramatic and Imitative Plays*. Playing cowboys, school, fire department.

(3) *Constructive Plays*. Child desires to make things for sake of having and using them. Crude building of huts, tents, kites, the making of paper dolls and dresses, baskets and similar articles at this stage.

(4) *Games of Chasing, Hunting, Throwing and Shooting*. Typical games include *Cat and Mouse*, *Hide and Seek* or *I Spy*, *Drop the Handkerchief*, *Puss in the Corner*, *Hawk and Chickens*, *Tag*, *Pom Pom Pull Away*, *Run Sheep Run*, *Follow the Leader*, *Going to Jerusalem*, *Ring Toss*.

(5) *Games of Experimentation*. Miscellaneous activity games involving mainly trial of bodily strength and miscellaneous intellectual games involving mainly trial of mental powers, attention, observation, imagination and memory. Some of the games of this type include *Jumping Rope*, *Cushion Dance*, *Hop Scotch*, *Jackstones*, *Humpty Dumpty*, *Marbles*, *Hunting the Slipper*, *Blind Man's Buff*, *Beast Bird or Fish*, *Crambo*, riddles and puzzles such as *How Many Fingers* and *Button*.

(6) *Singing Games*. Among the singing games of this period are *Looby Loo*, *As We Go Round the Mulberry Bush*, *Farmer in the Dell*.

(7) *Recurrent and Seasonal Games*. The spring, summer, fall and winter seasons, and such special days as Valentine's Day, May Day, Fourth of July, Hallowe'en, Thanksgiving and Christmas should all be celebrated by appropriate folk stories and games.

(8) *Arithmetic Games.* Children show a play interest in repeating the number series of counting. Dice, dominoes, bean bags, toy money and other devices give opportunity for expressing this interest.

(9) *Nature Plays.* Collecting of flowers and gardening should be encouraged. This is the time for the beginning of the care of pets at home and at school.

(10) *Geography Plays and Games.* The sand pile, with its opportunity for the making of hills, valleys and villages and playing in the brook, building dams and sluiceways, gives opportunity for learning geography.

(11) *Language, Reading and Spelling Games.* Story-telling and story-playing, spelling games and matches, anagrams and classical riddles are all helpful in this period.

(12) *Music and Drawing Games.* Traditional singing games, toy symphonies, and opportunities to listen to good music are all important in this period. Much can be made of painting pictures and dolls' dresses and of drawing and free-hand cutting.

PERIOD 4—AGES TEN TO TWELVE

Essential Characteristics:

(a) *Physical.* This period is marked by lessened physical growth, particularly for boys, by rapid structural development, by greatest degree of immunity from disease, by culmination of specific intensity of life—at eleven to twelve in girls, and twelve to thirteen in boys. This is the period of greatest physical activity.

(b) *Mental.* This is the golden period for memorizing and drill, for the development of facility and skill. The element of co-operation in games and plays is developing, although the individual still remains most prominent when the age is one of self-assertion and apparent selfishness. Social instinct is strengthening and there is interest in boys' clubs and secret societies.

(c) *Play.* Among the apparatus and toys of greatest interest are rings, trapeze, circle bars, climbing rope, swing, ladder, jumping standards, giant stride, baseball

and basket ball courts, toboggans, sleds, skates, and similar equipment.

The free informal active plays of the previous period are now largely superseded by formal games of great physical activity, particularly running games. The character of the play is still individualistic rather than co-operative.

(1) *Dramatic and Imitative Play.* At this period such play includes circle playing, minstrel and wild west shows, playing Indian trapper and the like.

(2) *Constructive Plays.* The interest in skill developing at this period suggests the opportunity for creating pride in good work. All kinds of constructive play may be developed—such as the making of kites, stilts, lanterns, toys, birdhouses and many other articles.

(3) *Games of Chasing, Hunting, Throwing, Shooting.* Certain games are particularly well adapted to the needs of this period, involving as they do great physical activity and strength, speed and skill, which are displayed individually rather than in concerted action, although co-operation is frequently involved. These include such games as *Prison's Base*, *Bull in the Ring*, *Sheep Fold*, *Center Base*, *Fox and Farmer*, various tag games, *Three Deep*, *Hare and Hound*, relay and obstacle races, *Duck on a Rock*, dodge ball.

(4) *Schoolroom Games.* Many of the games suggested for this period can easily be adapted to the limited space of the schoolroom. Some of these are tag games, dodge ball, bean bags, ten pins and many other miscellaneous games for physical development.

(5) *Miscellaneous Games for Physical Development.* These games which are individualistic and highly emulative include wrestling, duel contests such as cock fights, leap frog, tumbling and balancing.

(6) *Miscellaneous Intellectual Games.* Among these games which involve a trial of the mental powers are proverbs, acting titles, quotations, characters, twenty questions, charades and card and table games and riddles.

(7) *Arithmetic, Geography, History, Language, Reading and Spelling Games.* This is pre-eminently the pe-

riod for drill in the fundamental operations and facts of arithmetic. There may be arithmetical races and such games as dominoes, parcheesi, backgamon and numberlottes. There are also games for teaching geography; for history, *famous men* and *famous numbers* and similar games may be used.

(8) *Nature Play*. Interest in pets and exploring, fishing and collecting is very strong at this period. Children's collections begin to take definite shape. Interest in gardening now centers sufficiently on the product to make it of practical value. Camping out is a passion at this period.

Interest in drawing turns to illustrations of stories and of historical events and to original designs. Interest will be keen in silhouettes and in shadow pictures.

The playing of musical instruments should begin and ample opportunity be given for hearing good music. Provision should be made at this age for singing.

PERIOD 5—AGES THIRTEEN TO FIFTEEN

Essential Characteristics:

(a) *Physical*. This is the period of most rapid bodily growth. There is an increase in the size of the heart, in lung and chest capacity, and in control of accessory muscles. It is a period of greatest tendency to nervous disorders. There is a rapid development of all organs.

(b) *Mental*. This period is the time of awkwardness, laziness and emotional instability with a tendency to self-assertion and liability to misdemeanor. Interest in reading culminates at this time. There is great interest in nature and a love of adventure. Imagination, sympathy, memory and reasoning are growing. The game interest centers more and more in co-operation and competitive games, and the circle of favorite games constantly narrows.

(c) *Play*. Apparatus should include an outdoor gymnasium, running track, jumping standards, baseball and football fields, swimming pools and similar facilities. A work-shop, mechanical and electrical toys, pets, puppet

theatres, musical instruments and material for drawing and painting and for constructive play are among the best equipment for children of this age.

(1) *Competitive Games and Contests.* Competitive games and contests, generally co-operative, are of special interest at this period and are adapted to its peculiar physical and mental needs. They involve great physical activity and are particularly necessary to further the development of large muscle areas. Many of the games adapted to the preceding period will be continued here. Among the games are baseball, football, basket ball, polo, hockey, cricket, golf, tennis, handball, volley ball, medicine ball, mount ball, scrimmage ball, newcomb and similar games.

(2) *Miscellaneous Games for Physical Development.* Among the games of this period involving trial of strength, quickness and skill, may be mentioned athletic events such as dashes and relay races, swimming, rowing, canoeing, bicycling, tramping and winter sports.

(3) *Miscellaneous Intellectual Games.* In this class belong the games previously discussed, such as charades, historical tableaux, proverbs, twenty questions, checkers, chess, dominoes, and other card and table games. Interest in sleight of hand is common at this time.

Arithmetic and language games may be conducted and extended, as this is the period of keenest verbal memory. The dramatic interest may be utilized in the study of literature. Drawing, art, music and nature study have strong interests at this time, and constructive work in manual training may be developed to a high point.

PERIOD 6—LATER ADOLESCENCE—FIFTEEN TO EIGHTEEN

The period from fifteen to eighteen has been characterized by Bowen and Mitchell in "Theory of Organized Play" as the period of the development of loyalty. Co-operation and teamplay become the dominant play motives; although interest in track and field sports, with interest in individual superiority, is still a prominent factor. It is still further stimulated now by group competition in which players win scores for their team as well as for themselves.

APPENDIX IV

QUESTIONS FOR REVIEW

I

1. What is the Daily Vacation Bible School as promoted by the Sunday School Board?
2. Name the several elements or periods of the daily program.
3. Name the various places where a Vacation school may be held.

II

4. Tell about the first Daily Vacation Bible School; include the name of the church, the date, the names of principal and pastor.
5. Outline briefly the first several years of the movement.
6. Give a brief account of the history of the International Association of Daily Vacation Bible Schools and tell what its present functions are.
7. Give the names of the first two denominations to promote the Daily Vacation Bible School; give dates also.
8. What different names have been given the Vacation school?
9. Name the three general types of Vacation schools and the four local types.
10. What are the advantages of an individual church type?

III.

11. Why do the children need a Vacation school?
12. Why does each church need a Vacation school?
13. Why does the nation need Vacation schools?
14. What values has the Vacation school for children?
15. What values has the Vacation school for pastors?
16. What values has the Vacation school for the Sunday school?
17. What values has the Vacation school for the church?
18. What principle should guide the pastor, if a very busy man, in deciding whether or not to have a Vacation school and take part in it himself?
19. Name some of the things a pastor can do in order to provide time for his taking a part in the school.
20. What should be the relationship of the superintendent of the Sunday school to the Daily Vacation Bible School?

21. What about the Vacation school and the revival meeting?
22. What excuses are sometimes given for not having a Vacation school?

IV

23. Name in order the subheads of this chapter.
24. What action should a church take with reference to having a Vacation school?
25. Name the different methods that may be used to advertise a school.
26. Why should efforts be made to reach both fathers AND mothers with publicity material?
27. What information ought to be in an advertising letter to the parents?
28. Name the values of a pre-session exhibit of handwork. At what places may it be exhibited?
29. When should the Vacation school be held?
30. Why have the school four rather than two weeks?
31. How can lack of room be overcome in order to have a departmental school?
32. Name the various methods of financing a school.
33. What is Preparation Day? Name the four main features.
34. Tell what should be done in the General faculty meeting; the departmental faculty meetings of Preparation Day.
35. Describe the registration session; how to get the children out; how to register and classify the pupils.
36. Describe the advertising parade.

V

37. When should a department be divided? How?
38. When should attendance be limited? If limited, who should be admitted?
39. What age limits? How grade and classify?
40. What objections are there to teachers making their own courses of study?
41. Name the eight points of the D.V.B.S. standard.
42. What is the purpose of the standard?

VI

43. Name the several officers in the faculty.
44. Give the qualifications for the faculty.
45. Why, as a general rule, should salaries not be paid?
46. When should a church go outside its membership for workers?
47. Why not bring in outside experts and have better teaching?
48. When should the faculty be selected?
49. If the pastor cannot serve as principal, name possible sources for securing one.
50. Where get departmental superintendents?

51. Where get departmental teachers?
52. Where get helpers, extra handwork helpers?
53. What three ways may be utilized in training the faculty?
54. Name the seals of the D.V.B.S. certificate.
55. Name some of the most important duties of the principal.
56. Name some of the most important duties of the departmental superintendent.
57. Name some of the most important duties of the teachers.
58. Name some of the most important duties of the helpers.

VII

59. Name four of the introductory suggestions.
60. Why and when have daily departmental faculty meetings?
61. Why is opening day so vital?
62. What steps should be taken to make sure of enrolling pupils that ought to be reached?
63. Name five methods for securing regular attendance.
64. Name three methods for overcoming tardiness.
65. What forms ought departmental secretaries to have; and how should they make up their daily records?
66. What four reports should be made by the principal after the school closes?
67. Name five methods for securing good order.
68. What warning is given with reference to punishment?
69. What are recognition certificates; and how should they be used?
70. What educational values are there in a daily lunch for Beginners and Primaries?
71. What suggestions are made about drinking water?
72. Give the suggested recreational program by weeks.

VIII

73. Distinguish between the missionary offerings (see Chapter IX) and the commencement freewill offering.
74. Discuss the several ways in which supplies may be secured.
75. Why is it better for the school to furnish all supplies?
76. What is the purpose of the commencement? When is generally the best time to have it?
77. Give a few suggestions about how to put on the commencement.
78. Give some suggestions about the handwork exhibits.
79. Name several conservation and follow-up methods.

IX

80. Describe briefly the two methods that may be followed during the pre-session period.
81. Outline briefly why pupils ought to be kept out of the church building unless at work.

82. What are the chief values of the processional?
83. Describe and discuss the value of the stand-up and sit-down chords. How should they be given?
84. Name some of the suggestions given about prayer.
85. What is said about hymns and evangelistic songs?
86. Can you give by heart the pledges to the flags and the Bible? Describe briefly how the salute-pledge service ought to be carried out.

X

87. Give briefly some of the things said about stories and story-telling.
88. Name the different expressional activities.
89. Why have handwork?
90. Name some of the precautions that should be observed.
91. Have you read the testimonies in Appendix I?
92. Have you read the *classification of age* periods in Appendix III?
93. Have you read the Introduction?



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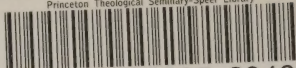


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